



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC TEST ITEMS

GRADE 3

LANGUAGE AND MATHEMATICS
SISWATI

QUESTIONS AND MEMORANDA

1. INTRODUCTION

The diagnostic test items aims to improve the relationship between assessment and classroom instruction. Assessment for learning is the process of gathering information about a learner's learning from a variety of sources, using a variety of approaches, or 'assessment tools', and interpreting that evidence to enable both the teacher and the learner to determine where the learner is in his or her learning; where the learner needs to go; and how best to get there. Teachers can adjust instructional strategies, resources, and environments effectively to help all learners achieve grade specific outcomes only if they have accurate and reliable information about what their learners know and are able to do at a given time.

When findings of assessment results are used to improve classroom practice, learner performance in general can improve. The diagnostic assessment tests/questions are designed to fulfill three purposes of assessment: namely to,

- reveal the misconceptions learners bring as prior knowledge to a class;
- measure the conceptual gains of a class as a whole; and
- identify concepts that are weak areas of understanding for the individual learner or as a class/grade.

A traditional multiple choice question (MCQ) provides little information about the learner's understanding of the concept/skill tested. The DBE has embarked on the design of diagnostic assessments using MCQs and assessment rubrics (for Languages) that are designed to assist teachers to diagnose learner misconceptions using the Pearson distractor rationale model as a basis for the classification of learner misconceptions. The diagnosis is also linked to the CAPS learning outcomes and skill acquisition.

MCQs designed for the diagnostic questions included in this package, include a breakdown of learners' understanding through the incorrect responses. All distractors are written not only to focus the attention of the teacher on those learners who are able to identify the correct response, but also to assist the teacher in identifying and understanding the misconceptions captured in the incorrect responses.

2. PURPOSE OF THE DIAGNOSTIC TEST ITEMS

This diagnostic test items should be used in conjunction with the requirements as stipulated in the CAPS document. It therefore does not replace the curriculum or the Annual Teaching Plan (ATP). The content therefore includes coverage from terms one to four. However, teachers may include questions from the resource bank into the ATP to facilitate assessment for learning.

These diagnostic assessments/questions are a phase based assessment. It also includes questions from four grades. There are questions set on the critical skills from the two earlier grades, the current grade and the next grade. The selection of questions from the four grades was done by looking at those concepts that were taught in the two earlier grades and were then extended in the next two grades as well. This would enable the teacher to identify at which specific grade the knowledge gap is.

The assessment guidelines per subject and grade have a detailed explanation of the topics/skills that are in this category. The spread of questions in the composite assessment is weighted to facilitate a phase based assessment and is broken down into the four composite grades as illustrated below:

Table 1: Percentage spread of questions (Languages and Mathematics)

Weighting	Spread of Questions			
	±10%	±20%	±60%	±10%
Grade 3	1	2	3	4

The purpose of including the content of the other grades is to diagnose the skill/concept acquisition at the earlier grade, the current grade as well as to ascertain whether the learner is ready to make the transition to the next grade. Once the teacher has identified the gaps in the conceptual knowledge/ skill acquisition it would be easier to design targeted intervention programmes to bring learners on par for the transition to subsequent grades/topics.

These diagnostic questions should be used as a tool for teachers to assess the strengths and weaknesses of learners for the purpose of designing teaching and learning strategies that will address the individual needs of the learner.

This assessment should not be used for grading a learner; as the intended purpose is to facilitate learning.

3. THE STRUCTURE OF THE DIAGNOSTIC TEST ITEMS

The diagnostic test items is divided into sections or questions. Questions are framed to direct teachers to possible misconceptions which could be as a result of an earlier grade knowledge deficit, erroneous conceptual knowledge or lack of comprehension. Each paper has a spread of the content areas and skills that span the entire phase and is extended into the next phase. The texts/topics that have been selected for the Languages questions indicate the concept/skill progression from one grade to the next. The Mathematics questions are clustered according to content areas.

MCQs are constructed in such a way that each distractor provides information on whether the learner has mastered the skill/concept or whether there is a misconception. The distractors are graded according to four levels of understanding. Levels one, two and three enlighten the teacher about the nature of the misconception. Level four is the correct response, see Table 3 for further clarity.

Short questions are constructed to assess writing skills, mental computations, knowledge recall and application of rules or theorems.

Longer responses are constructed so that thought process, writing skills and consolidation and application of content areas and concepts across the subject are consolidated to arrive at the intended response.

Mathematics

4. PROPOSED USAGE OF THE MATHEMATICS DIAGNOSTIC TEST ITEMS

- 4.1 Parts of the paper may be used independently at different intervals i.e. as a revision activity, formative task, etc.
- 4.2 Certain questions **per topic** or skill assessed may be selected from each section to compile a shorter testlet.

EXAMPLES

Grade 3: Subtraction of whole numbers
Section A question 7
Section B question 22
Section C question 30 & 31

- 4.3 Questions may be selected according to **levels of difficulty** and can be used to support learning according to different cognitive demands or be used to support progressed learners. E.g. Levels of difficulty (easy, moderate & difficult)

Table 2: Levels of difficulty using the Bloom's taxonomy

Level of difficulty	Blooms Taxonomy	Descriptors (These are not limited to the ones listed below)
Easy	Remembering and Understanding	Complete, list, name, identify; recall, repeat, state, classify, re-group/group, rearrange/arrange, collect, categorise, select, recognize, supply, separate, isolate, draw etc.
Moderate	Application and Analysis	Predict, infer, interpret, understand, rewrite in a certain order, apply, demonstrate, illustrate, investigate, factorise, differentiate, similarities, solve etc.
Difficult	Evaluating and Creating	Analyse, evaluate, justify, provide a reason, criticize, judge, derive, combine, construct, synthesise; proof; etc.

EXAMPLES

Grade 3 (easy questions)
Section A
Question 1, 2, 4, 7, 8, 11 & 13
Section B
Question 16, 17 & 23

- 4.4 Questions may also be used as a **baseline** assessment if administered prior to teaching a particular lesson. A teacher may want to establish whether learners meet the basic skills and knowledge acquired from the lower grades. This will assist the teacher to know learners' level of proficiency. A sample of questions for each grade is as follows:

Grade 3 Baseline questions (addition)

Grade 1	Grade 2
Section A Question 1	Section A Question 2 & 3

- 4.5 Diagnostic questions can also be selected according to **cognitive levels**. A sample of questions for each grade is as follows:

Cognitive levels	Grade 3
Knowledge	Section A Question 4, 5, 6 & 9 – 14 Section B Question 16, 17 & 26
Routine Procedure	Section A question 1 – 3 & 7 Section B Question 18 – 24 & 27
Complex Procedure	Section C Question 29 - 32
Problem Solving	Section A Question 8 & 15 Section C Question 28

- 4.6 The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.
- 4.7 The questions may be used at the beginning of a phase to establish whether learners meet the conceptual knowledge for the new grade/phase.

5. DESIGN

The table below lists and describes the types of errors that correspond to each of the four levels of understanding encapsulated in the Mathematics MCQs. The distractor rationale as advocated by Pearson, 2004, forms the basis for diagnosing misconceptions. The taxonomies and cognitive levels as stipulated in CAPS (for Grades 4-9) are incorporated into the levels of understandings to provide the teacher with holistic information about the level of performance. The cognitive levels are now introduced in the Foundation Phase CAPS.

A more detailed unpacking of the nature of the misconceptions is addressed in the marking guidelines of each diagnostic question.

Table 3: Levels of understanding (thought process)

Levels of understanding	Descriptors for the levels of understanding.
Level 1	Learners demonstrate (i.e. a combination but may not be all of the following) that they: <ul style="list-style-type: none"> - have no understanding of the question or a conceptual misunderstanding; - are unfamiliar with operational procedures but can compute basic straight forward operations;

Levels of understanding	Descriptors for the levels of understanding.
	<ul style="list-style-type: none"> - are not able to implement (un)related strategies to solve a problem; - excessive depend on the information that is provided in the question and is incorrectly used/duplicated; - utilise unrelated vocabulary to the question. - Etc.
Level 2	<p>Learners demonstrate (i.e. a combination but may not be all of the following) that they:</p> <ul style="list-style-type: none"> - can apply some computational ability that may not necessarily relate to the question or that demonstrate inadequate conceptual knowledge and flawed reasoning to support conclusions/inferences; - can apply basic mathematical knowledge in straight forward situations; - demonstrate a limited knowledge of some concepts and some procedures; - Etc.
Level 3	<p>Learners demonstrate (i.e. a combination but may not be all of the following) that they can:</p> <ul style="list-style-type: none"> - apply some conceptual knowledge and ability to analyse but is inconsistent in computational and reasoning skills; - apply their knowledge and understanding to solve problems. - solve word problems involving operations with whole numbers and use division in a variety of problem solving situations. - interpret and use data to solve problems with minimal error of judgement; - use given information to complete various graphs; - Etc.
Level 4	<p>Correct response.</p> <p>Learners demonstrate (i.e. a combination but may not be all of the following) that they:</p> <ul style="list-style-type: none"> - consistently apply/demonstrate correct computational and reasoning skills required in the question; - apply their understanding and knowledge in a variety of relatively complex situations and explain their reasoning;

Levels of understanding	Descriptors for the levels of understanding.
	<ul style="list-style-type: none"> - solve a variety of multi-step word problems; - apply geometric knowledge of a range of two-and three-dimensional shapes in a variety of situations; - draw a conclusion from given data and justify their conclusion. - Etc.

Each level of understanding is captured in the distractors of all the multiple-choice questions. A question will include distractors that correspond to each level of understanding set out in the table above.

When learner responses are analysed the diagnostic distractors will reveal patterns in a learner's understanding of the content being tested. The teacher is thus guided towards instruction that specifically addresses a learner's understanding of a concept in the specific content.

6. MARKING GUIDELINES: MATHEMATICS

- 6.1 Multiple Choice Questions (MCQs): Marks are allocated according to the cognitive demand of the question. However, the focus of these assessments is not on scoring the learner, but rather on what the learner is able to do or not do.
- 6.2 Section A and B are allocated a mark each per answer. Marks for Section C are allocated according to the demand of the question.
- 6.3 The marking guideline has columns indicating the number for each question, the expected answer per question, the level of understanding/error analysis (for Section A), the cognitive level, the level of difficulty, the grade level at which a question and its answer are pitched. The mark allocation is merely a guide for the learner's response and should not be the focus of the task.
- 6.4 The levels of difficulty indicate the cognitive demands of the question which are: Easy (E), Moderate (M) and difficult (D).
- 6.5 The Cognitive levels are as prescribed in the CAPS for the Intermediate and Senior Phases and will now be introduced in the Foundation Phase. The cognitive levels, their descriptors and examples are indicated in Table 5.

Table 4: Example of the Marking Guideline (for Mathematics)

1. Complete: $2 + 2 + 2 + 2 =$

No.	Expected answer		Level of understanding or error analysis		Cognitive level	Level of difficulty	Grade level
1.	A	6	3	Added only the first 3 numbers	R	E	1
	B	4	2	Added the first two numbers only.			
	C	2	1	Thought it is a number pattern			
	D	8 ✓	4	Correct response			

In cases where learners are required to display multiple steps/procedures in order to solve a problem, apply the following techniques when marking:

- Where there is clear evidence of a misread/misinterpretation, a penalty of 1 mark is generally appropriate. A learner should not be penalised for the same error throughout the assessment.
- If a learner has knowledge of the method but could not get the final correct answer, award a **method (M)** mark but not an **accuracy (A)** mark. If the method is incorrect but the answer is correct, award a mark for the answer only.
- Consistent Accuracy mark is applied when an answer is correctly followed through from an incorrect previous answer.

E.g. Grade 3 question

- What is the number that is 5 more than 20?
 - Write the **number symbol** for the number.
 - Write the **number name** for the same number you wrote in 1.1 above.

Learner response

- 205** (the answer is incorrect)
- Two hundred and five.** (The number name is correct according to the number symbol provided by the learner in number 1.1 even though it was not the expected answer.)

In this instance do not award a mark for the 1st answer (in 1.1) but do award a mark for the 2nd answer (in 1.2) because it was correctly followed through from an incorrect answer. This is how to apply **consistent accuracy (CA)** marking.

Table 5: MATHEMATICS COGNITIVE LEVELS

LEVEL 1: KNOWLEDGE (K)	LEVEL 2: ROUTINE PROCEDURES (R)	LEVEL 3: COMPLEX PROCEDURES (C)	LEVEL 4: PROBLEM-SOLVING (P)
<ul style="list-style-type: none"> • Knowing • Remember/Recall 	<ul style="list-style-type: none"> • Applying routine procedures in familiar contexts • Understanding 	<ul style="list-style-type: none"> • Applying multi-step procedures in a variety of contexts (including word sums) 	<ul style="list-style-type: none"> • Reasoning and reflecting
<ul style="list-style-type: none"> • Straight recall • Identification of correct formula • Know and use formulae such as the area of a rectangle, a triangle and a circle where each of the required dimensions is readily available. • Read information directly from a table (e.g. the time that bus number 1 234 departs • Use of mathematical facts • Appropriate use of mathematical vocabulary • Know appropriate vocabulary such as equation, formula, bar graph, pie chart, Cartesian plane, table 	<ul style="list-style-type: none"> • Perform well-known procedures. • Learners know what procedure is required from the way the problem is posed. • Simple applications and calculations using the basic operations including: <ul style="list-style-type: none"> ◦ algorithms for +, -, ×, and ÷ ◦ calculating a percentage of a given amount • Calculations which might involve many steps • Derivation from given information may be involved • All of the information required to solve the problem is immediately available to the student and where each of the required dimensions is readily available. • Estimation and appropriate rounding off of numbers 	<ul style="list-style-type: none"> • Problems involving complex calculations and/or higher order reasoning • The required procedure is not immediately obvious from the way the problem is posed. • Learners will have to decide on the most appropriate procedure to solve the solution to the question and may have to perform one or more preliminary calculations before determining a solution. • Investigations to describe rules and relationships – • There is often not an obvious route to the solution • Problems not based on a real world context - could involve making significant connections between different representations • Conceptual understanding • One or more preliminary calculations and/or higher order reasoning 	<ul style="list-style-type: none"> • Unseen, non-routine problems (which are not necessarily difficult) • Higher order understanding and processes are often involved • Might require the ability to break the problem down into its constituent parts • Generalise patterns observed in situations, • Make predictions based on these patterns and/or other evidence and determine conditions that will lead to desired outcomes. • Pose and answer questions about what mathematics they require to solve a problem and then to select and use that mathematical content. • The sum of three consecutive whole numbers is 27. Find the numbers. • Sarah divided a certain number by 16. She found an answer of 246 with a remainder of 4. What is the number?

<p>of values, mean, median and mode.</p> <ul style="list-style-type: none"> • Write the next three numbers in the sequence: 103; 105; 107... • Determine the factors of 64 • Write the prime numbers that are factors of 36 	<ul style="list-style-type: none"> • Measure dimensions such as length, weight and time using appropriate measuring instruments sensitive to levels of accuracy. • Draw data graphs from provided data. • Solve equations by means of trial and improvement or algebraic processes • Determine the value for if $x + 4 = 10$. • Use three different techniques of calculating $488 + 16$ • Calculate: $115 + 31\ 012$. 	<ul style="list-style-type: none"> • Solve equations by means of trial and improvement or algebraic processes • Select the most appropriate data from options in a table of values to solve a problem. • Decide on the best way to represent data to create a particular impression. • Betty is 4 years old and Jabu is 8 years old. Determine the ratio between their ages. Write the ratio in simplest fractional form. • Investigate the properties rectangles and squares to identify similarities and differences. • There were 20 sweets in the $\frac{2}{5}$ of the sweets. How many sweets are left 	<ul style="list-style-type: none"> • Busi has a bag containing three coloured balls: 1 blue, 2 red ball and 3 yellow balls. She puts her hand in the bag and draws a ball. What is the chance that she will draw a red ball? • Write the answer in simplest fractional form.
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LANGUAGE

7. PROPOSED USE OF THE LANGUAGE RESOURCE BANK

- 7.1 Parts of the resource bank may be used independently at different intervals e.g. as revision activities, informal assessment activities and baseline assessments.
- 7.2 Certain questions, per skill assessed, may be selected from a section to compile a shorter activity, e.g.

Grade 3: Phonics (Phase based test)
No: 11 - 20

- 7.3 Questions may be selected according to levels of difficulty and can be used to support learning according to different cognitive demands or be used to support progressed learners. e.g.

Grade 3: Easy questions related to punctuation
Text 1: Story No: 21; 22;

- 7.4 Diagnostic tests may also be used as a baseline assessment if administered prior to teaching a particular topic/skill/grade. A teacher may want to establish whether learners meet the basic skills and knowledge levels required to learn a specific topic or content aspect. This will assist the teacher to know the learners' level of proficiency in a particular topic prior to lesson preparation.
e.g.

Grade 3: (Grade 1 and 2 questions - Reading and Phonics)
Text 4: Table of Contents No: 1; 2; 3; and 4

- 7.5 The questions may be used at the beginning of a grade/phase to establish whether learners meet the conceptual knowledge for the new grade/phase.

Grade 3: (Grade 1 and 2 questions on visual text)
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Question 2: Graph No: 1 and 2

7.6 The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.

8. DESIGN

Table 6 lists and describes the types of errors that correspond to each of the four levels of understanding encapsulated in the language diagnostic test. The distractor rationale as advocated by Pearson, 2004, forms the basis for diagnosing misconceptions. The cognitive levels, difficulty levels and taxonomies as stipulated in CAPS are incorporated into the levels of understanding to provide the teacher with holistic information about the level of performance.

A more detailed unpacking of the nature of the misconceptions is addressed in the marking guidelines of each diagnostic question.

Table 6: Levels of Performance for Language MCQs

Levels of Performance	Possible Learner Error
Level 1	<ul style="list-style-type: none"> Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question. Learner invokes prior knowledge related to the general topic being tested, but response is not text-based. These errors indicate that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked.
Level 2	<ul style="list-style-type: none"> Makes errors that reflect initial understanding of facts or details in the text, but is unable to relate them to the components in the question. They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion or inference. The learner may focus on literal/superficial aspects of a text and makes superficial connections to arrive at weak responses.

Levels of Performance	Possible Learner Error
Level 3	<ul style="list-style-type: none"> Makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response. A distractor may be related to the correct response in meaning, but be too narrow or broad given the circumstances.
Level 4	<ul style="list-style-type: none"> Correct response.

Each level of performance is captured in the distractors of all the multiple-choice questions. A question will include distractors that correspond to each level of understanding set out in the table above.

When learner responses are analysed, the diagnostic distractors will reveal patterns in their understanding of the content being tested. The teacher is thus guided towards instruction that specifically addresses a learner's understanding of a concept or specific content aspect.

9. MARKING GUIDELINES: LANGUAGE

9.1 LANGUAGE

9.1.1 MULTIPLE CHOICE QUESTIONS (MCQs)

Marks are allocated according to the levels of understanding of the question. However, the focus of these assessments is not on scoring the learner, but rather on what the learner is able to achieve/not achieve. The marking guideline has columns indicating an answer per question, the grade level at which a question and its answer are pitched, the level of understanding, the level of performance and the mark allocation. The mark allocation is merely a guide for the learner response and should not be the focus of the task.

9.1.2 OPINION QUESTIONS

These questions require an opinion and a reason as a response. A scoring guide has been included to guide teachers in identifying scores of 0/1/2. The teacher is assisted in identifying and understanding the misconception and the level of skill development required to improve cognition and performance.

9.1.3 TRANSACTIONAL AND ESSAY WRITING DIAGNOSTIC RUBRIC

The diagnostic rubric is designed to span the grades as depicted in Table 1. The assessment criteria are Content, Language Construction and Format, Length and Planning. The competency descriptors have been developed according to grade levels and is useful in informing the teacher of how learners should be scored and awarded scores for each criterion and grade level separately. The teacher would be able to collect and report data that reveals a learner's level of competency per criterion. The teacher would for e.g. be able to say that learner X is able to write an essay with the appropriate grade level content but the language competency of this Grade 9 learner is still at Grade 7 level. The teacher would then be able to pay more attention to integrating language skills during the writing lessons.

The teacher is able to diagnose the strengths and weaknesses of the learners according to the assessment criteria set out in the rubrics. Teachers can then focus on those aspects of writing that are problematic.

9.1.4 LANGUAGE STRUCTURES AND CONVENTIONS

These questions require learners to apply grammar skills in context to demonstrate their level of knowledge and understanding of all language aspects assessed. This stems from the assumption that grammar is taught for constructing texts in their context of use where real language is required. As a result, the application of grammar is not restricted to the analysis of isolated sentences as it explains the way in which sentences are structured to construct whole texts that learners learn to read and write. The marking guidelines provide insight on how to mark the test using scoring guides. The learner performance levels would assist the teacher to identify learners' strengths and weaknesses and thus provide corrective measures and interventions for improved grammar usage.

Table 7: Example of the Marking Guideline (for a MCQ)

1.1 What is the main idea of the article?

NO.	EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
1.1	A) It is important to connect with many people on Facebook.		A superficial connection is made to the contents of paragraph 1, but it does not relate to the purpose of the text.		2	

NO.	EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
	B Not all contacts on Facebook are friends that you know. ✓	1	The correct response.	M	4	9
	C 13-year olds like to boast about Facebook friends.		Related to the text, but not to the main purpose that is focused in the text as a whole.		3	
	D The Internet is required to connect to Facebook.		The response is not text-based.		1	

Table 8: Levels of Understanding that incorporate the two Taxonomies

Level of Understanding	Bloom's Taxonomy	Descriptors (Incorporation of both taxonomies)	Barrett's Taxonomy	Types of Questions
Easy	Remembering and Understanding	Label, list, name, relate, recall, repeat, state, classify, re-group, rearrange, assemble, collect, categorise, select, recognise, supply, separate, isolate	Literal comprehension/ Reorganisation	MCQ, Closed response Short response Fill in the blank Choose correct response
Moderate	Application and Analysis	Predict, infer, guess, translate, summarise, interpret, understand, rewrite, apply, demonstrate, illustrate, investigate, diagnose	Inferential comprehension	Short response MCQ Matching Directed response Closed response Open response
Difficult	Evaluating and Creating	Analyse, appraise, evaluate, justify, reason, criticise, judge, comment, appreciate, create, derive, combine, construct, devise, synthesise	Evaluation and Appreciation	MCQ Essay writing Transactional writing

10. MODERATION

Internal moderation is important in assuring that the marking criteria/guideline is consistently applied, and that there is a shared understanding of the academic standards learners are expected to achieve. There should be processes in place for assuring comparability of marks for alternative assessments. Schools may therefore determine the format for moderation as a standardisation and quality-assurance measure.

11. DATA ANALYSIS AND UTILISATION

The teacher would be able to collect data on an individual learner, a class, a grade or for the entire grade and report at each level. Further data can be collected per topic/skill/content area. The teacher is also able to use the phase test and identify at which grade the knowledge deficit is. Since this is an exercise in assessment for learning targeted interventions can be designed to address strengths and weaknesses. Teachers would be able to give feedback to parents on learning gaps, deficits and strengths per learner.

11.1 Purpose of the data analysis

After administering a test the teacher can do own diagnostic analysis to identify:-

- a) The overall level of performance of the class or school;
- b) Individual learners or schools that need special intervention;
- c) Groups of learners or schools who need special support and
- d) Subject content areas that require priority attention in teaching and learning.

11.2 Use of basic statistics for analysis

Basic statistics that can be used to summarize the data from a test include the following:-

- i. **Mean** (often called average) – calculated by adding the scores of all the learners and dividing the sum by the number of learners. The mean is one score that is used to summarize all the scores obtained by learners in a test. A high mean score represents high performance and a low mean score represents low performance. However, the mean score does not indicate how learner scores are spread from the highest to the lowest and thus is not adequate for identifying individuals who either over-perform or under-perform.
- ii. **Median** (or middle score) – calculated by first arranging the scores from the highest to the lowest and then determining the score that divides the data into two equal halves. Half of the learners who wrote a test will have scores above the median score and the other half will have scores below

the median score. If the number of learners is an odd number the median will be a real score that sits half-way between the extreme scores, e.g. 76, 57, 49, 45 and 39 have 49 as the median score. However, if the number of learners is an even number the median will be a score that may not belong to any of the learners calculated by adding the two adjacent scores that are half-way between the extremes and dividing their sum by two (2), e.g. the median of 76, 57, 49 and 45 is calculated by adding 57 and 49 and dividing the sum by two, i.e. $(57 + 49)/2 = 106/2 = 52$. As can be observed, 52 is not one of the four given scores but it is the median score that sits half-way between the extreme scores, viz. 76 and 45.

The median does not show what the extreme scores, i.e. the highest and the lowest scores, are.

- iii. **Maximum** is the highest score obtained by a learner in a test.
- iv. **Minimum** is the lowest score obtained by a learner in a test.
- v. **Range** is the difference between the **Maximum** and the **Minimum** scores. The larger the range, the more diverse the ability levels of the test takers while a relatively small range indicates that the class of test takers has a relatively homogeneous ability profile.

11.3 Available tools for data analysis

Tools that are available for analysis of data include pre-programmed computer software such as the SA-SAMS in schools, the Microsoft Excel programme and even hand calculators. The Microsoft Excel programme, which comes with almost every computer software, is a reasonably easy-to-use tool for performing item-level diagnostic analysis of test data. An Excel spreadsheet is arranged in columns and rows.

11.4 Preparing data for analysis on Excel

Excel makes available useful formulae to calculate basic statistics. To prepare for analysis of data from an administered test, do the following:-

- i. Mark the test and write the scores obtained by each learner next to the relevant question/item number in their books or scripts;
- ii. Enter learner names and other particulars (e.g. the gender of each learner) in the rows, one after another;
- iii. Enter test item numbers in the columns, one after another;
- iv. Enter the score of each learner on each item in the correct cell (i.e. where the relevant column and row meet);
- v. Check if all data has been entered correctly (i.e. do thorough data cleaning);
- vi. Use correct formulae to calculate the statistics that you want to use to

- summarize and analyse the test data; and
- vii. Interpret the statistics in terms of what they suggest about performance of individuals in your class, performance of identifiable groups of learners (e.g. boys and girls) and performance in specific content areas.

11.5 **Analysis and interpretation**

To summarise the data calculate the average percentage score, the median, maximum and minimum score percentages and you may do this separately for boys and girls. To make sense of the analysis it is recommended that different colour codes be used to mark specific observations (Excel provides a wide range of colour codes) and also represent findings with appropriate graphs to enhance visual impressions to aid decision-making on where to focus improvement interventions. For instance, the following observations can be made from the analysis that has been done:

a) **Overall performance**

Overall performance in this class, measured through the mean score, may be e.g. 54,4% which is relatively acceptable but still leaves room for improvement. The median score for the class may be 56% which means that half of the learners obtained scores above 56% and another half obtained scores below 56%.

b) **Performance spread**

Although the mean and median scores were both above 50%, learner scores may range between eight percent (8%) and 100% which is a fairly wide range that suggests diverse abilities in this class. This implies that intervention strategies will have to be diversified in order to meet the learning needs of different learners, i.e. a one-size-fits-all improvement strategy will not work in this class.

c) **Individual learner differences in performance**

Individual learners who were identified to be particularly at risk have been indicated with e.g. red colour coding. They obtained scores below 40% and thus fall within the “Not achieved” and “Elementary achievement” levels. They require special attention in terms of teaching strategies and learning opportunities.

d) Group differences in performance

Analysis was done at two group levels, viz. boys and girls. All the summary statistics indicate that the boys performed much lower than the girls. Their mean score was 49,3% against the 60% mean score obtained by girls. The median score for the boys was four percent (4%) lower than of the girls, viz. 52% as against 56%. Boys' scores ranged between eight percent (8%) and 88% while the lowest score for the girls was 32% and the highest was 100%. It is evident that in this class boys require a different or more focused intervention than the girls.

e) Performance in specific topics or skills

The percentage scores per item indicate the items and, therefore, the topic or skill where interventions must focus. The analysis and diagnosis (from 'a' to 'e' above) identifies:-

- i. Which learners need special attention?; and
- ii. Which content areas require special focus?

The analysis also suggests what materials will be required to improve on the identified areas, what extra support the teacher will need (if necessary), whether additional time will be required, who else should be involved in the interventions and a host of other possibilities that the data analyser may see fit in their context.

11.6 Diagnostic or error analysis

Error analysis is the study of errors in learners' responses with a view to look for possible explanations for these errors. It provides specific information about the relative skill proficiency or misconception a learner has in his/her response, in order to understand what the learner can or cannot do. It is a multifaceted activity, for the teacher, because it involves analysis of the correct, partially correct and incorrect thought processes of the learners' individual responses and thinking about possible remediating interventions that might work well.

Understanding the errors a learner or a group of learners make will determine how learners are grouped in a certain subjects to enhance effective teaching.

REFERENCES

1. Kelly V. King et al (2004), *The Distractor Rationale Taxonomy: Enhancing Multiple Choice Questions in Reading and Mathematics*, Pearson Education
2. The Cardiff University Assessment Strategy
(<http://www.cf.ac.uk/learning/themes/assess/strategy/index.htm>)

MATHEMATICS DIAGNOSTIC QUESTIONS & MEMO:

SISWATI



LUHLOLO LWEKUCUBUNGULA
TIBALO: SISWATI
LIBANGA 3

Imilayeto yathishela:

1. Lesivivinyo sakheke njengelithulusi lekuhlola ngekucubungula.
2. Uyacelwa kwekutsi ufundze umhlahlandlela wathishela loniketiwe ngembi kwekusebentisa/ kwekukhetsa imibuto.
3. Sebentisa imibuto ngekwetigaba/bulukhuni/tihloko/imikhakha yalokucuketfwe/emazinga engcondvo nobe libanga/emabanga.
4. Ungachubeka wehlukanise imibuto kuletigaba/lokucuketfwe sifundvo/bulukhuni/emazinga engcondvo nobe libanga/emabanga lahlukene.
5. Kukhetfwa kwemibuto kutawuya ngekwenhoso yekuhlola. Sib.
 - Kungenteka ufunе kutfola kwekutsi bafundzi beLibanga 3 labaseklasini lakho bayakukhona yini lokutsite lokucuketfwe kweLibanga 1 kanye neLibanga 2. Ngaloko-ke utawukhetsa yonkhe imibuto yemkhakha walokucuketfwe lowukhetsile weLibanga 1 kanye neLibanga 2 etigaben i letehlukene.
 - Loku kungentiwa kube luhlolo lolusisekelo lolungasetjentiswa ekucaleni kwemnyaka.
 - Ungahlela-ke tifundvo takho tekufundzisa bafundzi beLibanga 3 letisuselwe ekuhlatiyeni kwakho kweluhlolo lwekucubungula lweluhlolo lolusisekelo.
 - Ngalokufanako ungakhetsa imibuto ngekwetihloko letehlukene letitfolakala ku-CAPS kanye nangekwenhoso yekuhlola kwakho.

Please note the following keys:

	Explanation	Levels of difficulty	Cognitive levels
NOR	1. Numbers, Operations and Relationships	E: easy	K: knowledge
PFA	2. Patterns, Functions and Algebra	M: moderate	R: routine procedure
SS	3. Space and Shape (Geometry)	D: difficult	C: complex procedure
M	4. Measurement		P: problem solving
DH	5. Data Handling		
G (3)	Grade 3		

Please note that the tag above each question, as shown below, provides the following information in this order: content area, topic, grade level of the question, cognitive level and difficulty level e.g.:

Content area	Topic	Grade level	Cognitive level	Level of difficulty
NOR	repeated addition	G1 (Grade one)	R	E

It is thereafter written above each question in the format:

NOR/repeated addition/G1/R/E

SIGABA A

Biyela luhlavu lolunemphendvulo lekungiyoo kumbuto weku-1 kuye kumbuto we-15.

NOR/Repeated addition/G1/R/E

1. Cedzela: $2 + 2 + 2 + 2 =$

- A 6
- B 4
- C 2
- D 8

NOR/Addition/G2/R/E

2. Hlanganisa 50 ne 5.

- A 250
- B 505
- C 10
- D 55

NOR/Problem Solving addition/G2/R/M

3. Kunemahhabhula la-18, emapiyere la-11 nemabhanana la-5 ebhokisini. Tingaki letitselo setitonkhe ebhokisini?

- A 34
- B 29
- C 43
- D 3

NOR/Counting/G3/K/E

4. Bala uye phambili ngema-10 kusukela e-100.

- A 100, 105, 110, 115
- B 130, 120, 110, 100
- C 100, 110, 120, 130
- D 110, 120, 130, 140

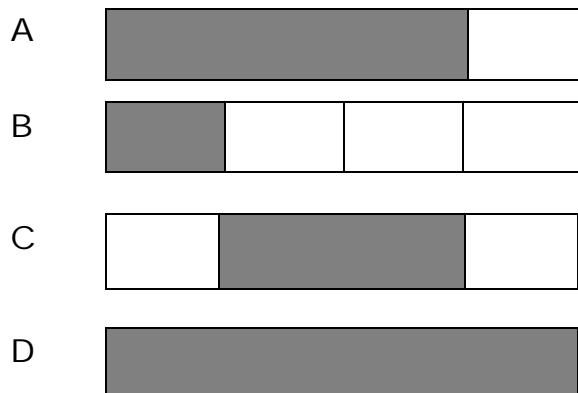
NOR/ Number symbol/G3/K/M

5. Nguluphi lumphawunombolo lwemakhulu lasitfupha nemashumi layimfica nesiphohlongo?

- A 60 098
- B 6 098
- C 968
- D 698

NOR/Fractions/G3/K/M

6. Kulemidvwebo lelandzelako nguwuphi umdvwebo lohlikihlwe emakota lama-2?



NOR/Subtraction/G3/R/E

7. Cedzela: $236 - 136 =$

- A 136
- B 100
- C 172
- D 472

NOR/Division/G3/P/M

8. Nguluphi lumphawu lwekubala lolungekho kumushotinombolo longentasi?

$40 \square 5 = 8$

- A —
- B ×
- C +
- D ÷

PFA/Geometric Patterns/G2/K/E

9. Ngubaphi bobunj wa labafanele kulandzela kulephethini ye-Jomethri?



- A A sequence of three shapes: triangle, circle, square.
- B A sequence of three shapes: circle, triangle, square.
- C A sequence of three shapes: square, triangle, circle.
- D A sequence of three shapes: triangle, square, circle.

PFA/Number Patterns/G3/K/M

10. Ngutiphi tinombolo letingekho kulephethini yetinombolo?

____; ____; 12; 16; 20

A 10; 11

B 8; 10

C 4; 8

D 6; 9

SS/3-D Objects/G2/K/E

11. Nguyiphi intfo lengashelela kuleti letibhalwe ngentas?

A Imabuli

B Ibholo

C Ithreyi

D Liwolintji

SS/2-D shapes/G3/K/M

12. Ngumuphi bunj wa longemadayimenshini lamabili lote emacala lacondzile?

A Calandze

B Calantsatfu

C Sikwele

D Indilinga

M/Mass/G2/K/E

13. Nguyiphi int fo lesindza kakhulu kuleti letilandzelako?

A



B



C



D



M/Time/G3/K/M

14. Mangaki emaviki lakhona emalangeni lange-28?

A Emaviki lama-4

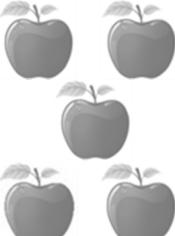
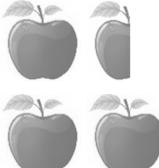
B Emaviki lama-3

C Emaviki la-5

D Emaviki la-6

DH/Analyse and interpret data/G3/P/D

15. Buka igrafu kute utfole kutsi Vusi unemahhabhula lamanyenti ngalamangaki kunaThandi.

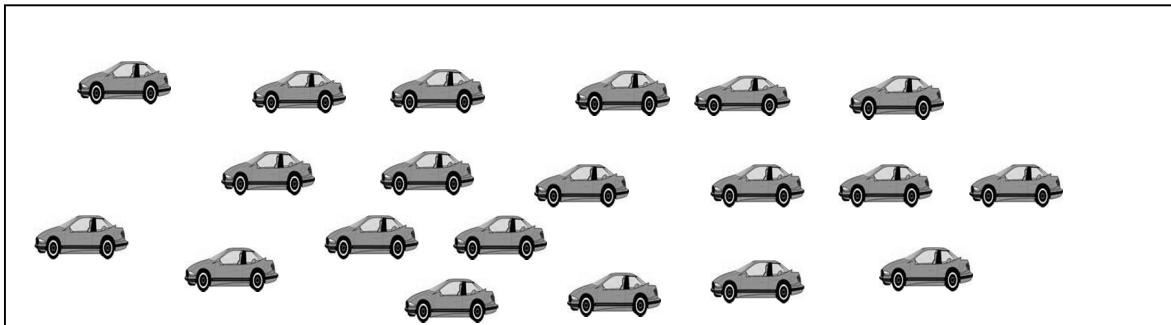
		
Vusi	Busisiwe	Thandi

- A 3 nehhafu
- B 5
- C 8 nehhafu
- D 1 nehhafu

SIGABA B

NOR/Counting and number name/G2/R/K/E

16. Bala titfombe tetimoto bese ubhala imphendvulo yakho ngemagama.



NOR/Place Value/G3/K/E

17. Bhala bungako bedij ithi ledvwetj elwe ku 156.

NOR/Describes, compares and orders numbers/G3/R/M

18. Hlela tinombolo letinikiwe kusukela kulenkulu kuye kulencane.

391, 193, 913, 931, 139, 319

NOR/Division/G3/R/D

19. Cedzela: $\boxed{72} \div \boxed{3} = \boxed{\quad}$

NOR/Money/G3/R/M

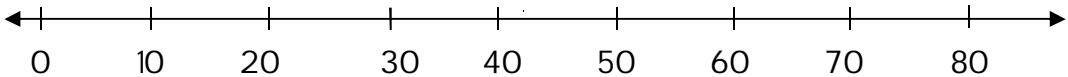
20. Cedzela ingucuko ngayinye:

a. $135c = R___$

b. $R1,60 = ___c$

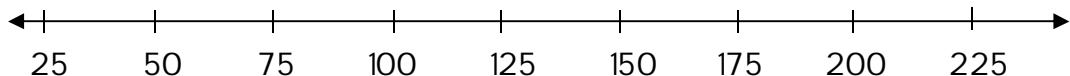
NOR/Multiplication/G3/R/M

21. Sebentisa umugcatinombolo kukhombisa kutsi $4 \times 10 = 40$.



NOR/Subtraction on the Number Line/G3/R/D

22. Dvweba kuzuba kumugcatinombolo kukhombisa kutsi $125 - 50 = 75$.



PFA/Geometric Patterns/G3/R/E

23. Chubekisela phambili iphethini ye-Jomethri kanye kuphela.



PFA/Number Patterns/G3/R/M

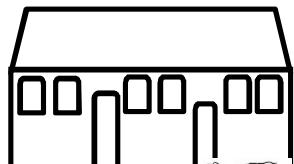
24. Bhala umtsetfo losetj entisiwe kulephethini yetinombolo lengentasi.

380; 384; 388; 392

SS/Position, orientation and views/G3/R&K/M

25. Buka sitfombe bese uphendvula imibuto lengentasi.

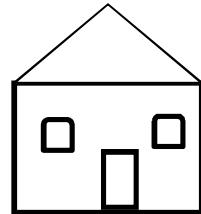
Sikolo



Cala lapha



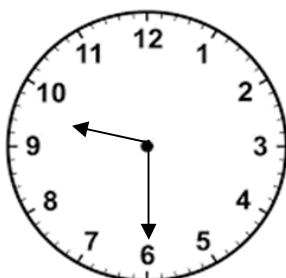
Likhaya



- Uj ika kangaki Tomasi nakahamba asuka esikoleni aya ekhaya?
- Nangabe Tomasi ahamba asuka esikoleni, ngabe sihlahlala sitakuba esandleni sesancele nobe sekudla?

M/Time/G3/K/M

26. Fundza sikhatsi kulobuso beliwashi bese ucedzela umusho longentasi.

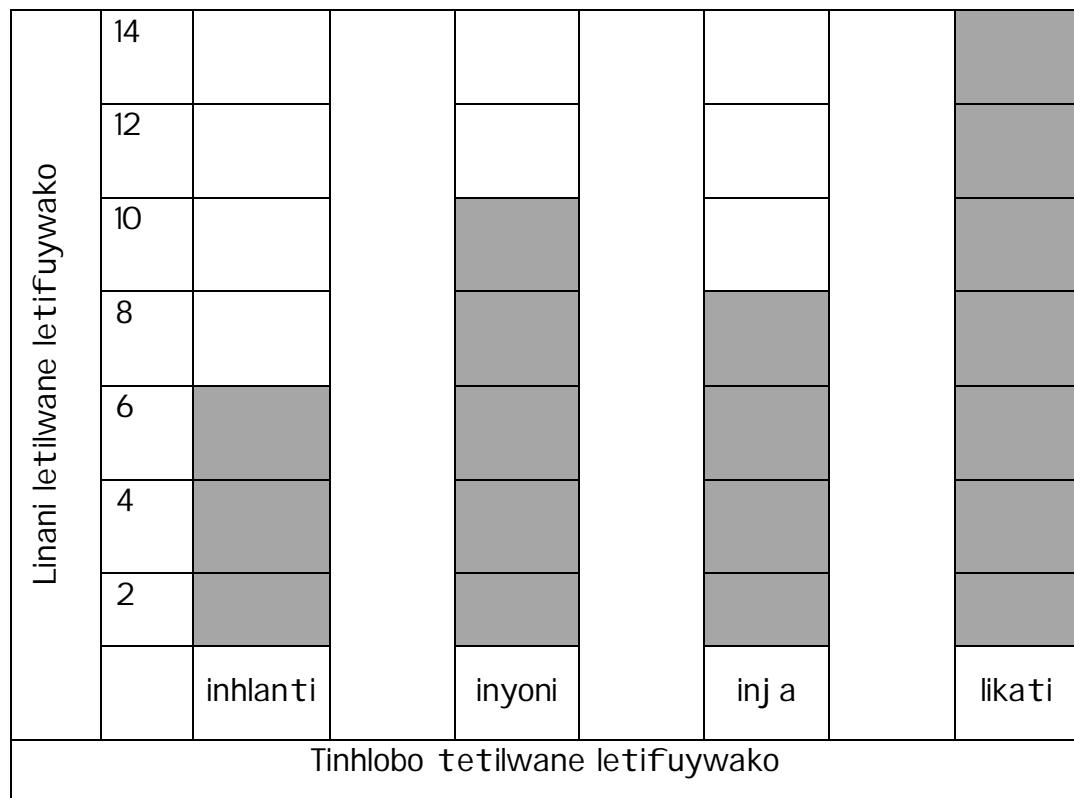


Sikhatsi ewashini letintsi sitsi ...

DH/Analyse and interpret/G3/R/M

27. Fundza ibhagrafu bese uphendvula umbuto lolandzelako.

Tilwane letifuywako labatikhetsela tona bafundzi



Ngusiphi silwane lesifuywako lesitsandvwa kakhulu?

SIGABA C

Khombisa konkhe kubala kwakho.

NOR/Problem Solving, Money/G3/P/D

28. Sabelo une R32. Themba unemali lephindvwe katsatfu kuneyaSabelo. Unamalini Themba?

NOR/Problem Solving, Halving/G4/C/D

29. Kunebantfu labange-490 enkhundleni yekudlala libhola letinyawo. Ihhafu yabo bantfwana kantsi lenye ihhafu batali. Bangaki bantfwana labasenkhundleni?

M/Time/G3/C/M

30. Thuli uvuka ngeli-awa le-5 enhloko onkhe emalanga ekuseni. Sikolo sakhe singena ngekota lishayile li-awa le-7. Unesikhatsi lesingakanani ngembi kwekutsi sikolo singene?

M/Mass/G3/C/D

31. Zodwa ugcogce emastrobheri lange-700g kantsi Ana ugcogce lange-360g. Mancane ngalamangaki emagremu emastrobheri lagcogcwe ngu-Ana kunalawo lagcogcwe nguZodwa?

M/Length/G3/C/D

32. Libanga lekutungeleta inkambu lesikwele nge-48m. Bungakanani budze belicala ngalinye lenkambu?





basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

GRADE 3 SISWATI HL
DIAGNOSTIC RESOURCE BANK
MARKING GUIDE

Lememorandum inemakhasi la- 15.

1: Story	Levels of difficulty
2: Graph	
3: Poster	
4: Table of content	
5: Creative Writing	

No	Expected answers	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
UMBUTO WEKUCALA						
2.	A ngumdlwane	1	Akusiwo umlingisi lokhulumako kuletheksthi.	E	4	1
	B yinyoka		Inyoka kuyakhulunya ngayo kuletheksthi kepha akusyo imphendvulo lefanele.			
	C sicoco		Imphendvulo lefanele			
	D yimphungane		Lwati lolwetayelekile ngeticoco, njengekutsi: ticoco tidla timphungane kepha imphungane akukhulunya ngayo kuletheksthi			
3.	A Sicoco, likati, inji, inkomo, inyoka	1	Imphendvulo lefanele	E	4	2
	B Sicoco, likati, inji, inkomo, inhlanti		Inhlanti akusyo umlingisi kodwa ingulolunye luhlobo lwekulda.			
	C Imvu, imbuti, lizinyane, Mandla, likati		Kukhombisa lwati lolutayelekile lwebalingisi. Akukho lapho sitfola khona umunfu angulomunye webalingisi			
	D Sicoco, likati, inkomo, inyoka, umdlwane		Kukhombisa likhono lekuholisisa kepha akusibo bonkhe balingisi labakhulumako.			
4.	A Sicoco lesinemlomo lobanti	1	Imphendvulo lefanele	M	4	3
	B Sicoco lesilambile		Ayihambisani nesicoco lebesinem sindvo lomkhulu			

No	Expected answers		Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	C Sicoco lesiluhlata			Kwenta budlelwane lobungekho ngokusebentisa lwati lolutayelekile kutsi tikhona ticoco letiluhlata.		2	
	D Lesingumntfwana			Kukhombisa lwati lolutayelekile ngeticoco kepha lempgendvulo ayihambisani nembuto nobe itheksthi.		1	
5.	A Sicoco sazuba masinyane saya ekhaya	1 Imphendvulo lefanele		M	4	2	
	B Sicoco sabona inkhomonelitfole kudla tjani	Kungavisisi kulandzelana kahle kwetigameko.			2		
	C Sicoco sahlangana nenyoka.	Ukhombisa likhono lekuhlatiya nekuhumusha kulandzelana kwetigameko kepha akusiso sigameko sekugcina.			3		
	D Sicoco saya kuyobhukusha	Kukhombisa lolunye lwati lolutayelekile lekutsi ticoco titsandza kubhukusha kepha akutfolakali kutheksthi.			1		
6.	A Inyoka yakhala yatsi idla ticoco letinemlomo lobanti.	4	1	Nangabe lokulandzelana kwetigameko kungasiko lokufanele, loko-ke kusho kutsi akanalo lwati ngekulandzelana kwetigameko endzabeni.	D	4	3
	Likati lakhala latsi lidla tinhanti.	1					
	Inkhomo yabponsa yatsi idla tjani.	3					
	Inja yakhonkhotsa yatsi idla inyama.	2					
7.	A besisaba inyoka.	1 Imphendvulo lefanele	M	4	3		
	B besifuna kudla kwenyoka.	Budlelwane lebungasilo liciniso kutsi ticoco netinyoka tingadla kudla lokufanako.			2		
	C umphimbo waso bewubuhlungu.	Kungenteka kepha akusiyo imphendvulo lefanele. Akunabufakazi kutsi umphimbo waso bewubuhlungu kepha umphimbo lobuhlungu uhambelana nekukhala kwaso.			3		
	D besijabulile.	Ayihambisani nesihloko futsi ayikho kutheksthi.			1		
8.	A Emgwacweni	1 Imphendvulo lefanele	E	4	3		
	B Epulazini	Budlelwane lobentiwe nebalngisi lebasendzabeni lebatfolakala epulazini.			3		

No	Expected answers	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	C Esitolo setilwane		Lwati lanalo lwetilwane kepha alukahlobani netheksthi.		1	
	D Eceleni nelidamu		Kwenta tincumo letingasilo liciniso emkhatsini kweticoco nemanti.		2	
9.	A Bebangeke badle tjani ndzawonye.		Kuyatfolakala kutheksthi kepha akusiyo imphendvulo lefanele.		2	
	B Inyoka beyingeke ikhale kanye nesicoco		Kuyatfolakala kutheksthi kepha akunabudlelwane futsi akwenteki ngobe tinyoka atikhali njengeticoco.		3	
	C Bebangeke babhukushe ndzawonye		Kungenteka kodvwa ayikho kutheksthi.		1	
	D Inyoka angeke isidle sicoco.	1	Imphendvulo lefanele	M	4	3
10.	A besifuna kuncoba umjaho.		Lwati lolutayelekile loluphatselene nelitubane kepha awukho umjaho kutheksthi.		1	
	B besisaba kutsi inyoka ingasidla.	1	Imphendvulo lefanele	D	4	3
	C besicedzile kukhuluma nenyoka.		Sincumo lesingakabaluleki kepha akusiyo imphendvulo lefanele.		3	
	D besingafuni kwephuta.		Budlelwane lebungasilo liciniso emkhatsini wekuphangisa nekwehputa.		2	
11.	A Tilwane betingeke tibekhona.		Bekungenteka loko kodvwa abukho budlelwane emkhatsini wembangela nemphumela njengoba tilwane endzabeni atikahlobani nekugijima kwesicoco sehle ngemgwaco.		3	
	B Sicoco besitawugijima sehle ngemgwaco.		Kuhlobana lokungasilo liciniso emkhatsini wesicoco nekuzuba, kantsi akusiyo imbangela nemphumela njengoba ticoco tingagijimi.	D	2	3
	C Sicoco besingeke sihlangane netilwane	1	Imphendvulo lefanele	D	4	4
	D Sicoco besingeke sizube.		Lwati lolutayelekile lalesihloko kodvwa lolutfolakala kancane lubuye lungabi imbangela nemphumela.		1	
12.	A I	1	Imphendvulo lefanele	E	4	1
	B k		Umsindvo 'k' unabo budlelwane neligama kepha awukho ekucaleni.		3	
	C b		Umsindvo longahlobani neligama.		1	
	D a		Akanalo lwati lwemisindvo lesekucaleni.		2	

No	Expected answers	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
13.	A ndlw B nhlw C nkhw D ngw		Akunabudlelwane lobukhona emphendvulweni ngaphandle kwekutsi yomibili lemisindvo inabongwaca labane. Abukho nalobuncane budlelwane emsindvweni loyimphendvulo. Imphendvulo lefanele Akanalo lwati ngendlela kuphinyiswa ngayo lemisindvo kepha akusiyo imphendvulo.		2 1 E 3	
14.	A dlani B bhala C khula D khama	1	Akusiwo umsindvo lokhombisa imvumelwano naleligama lelifanele Imphendvulo lefanele Umsindvo lobukeka ufana kepha awukhombisi imvumelwano naleligama lelifanele Umsindvo lobukeka ufana kepha awukhombisi imvumelwano naleligama lelifanele	M	4 4 3 1	1 2 2
15.	A cula B sula C fula D shaya		Kungavisisi umbuto. Kungavisisi kutsi imvumelwano ibonakala njani emagameni.		1 1 1	
15	A Nobe ngabe nguuphi umusho loniketa inchazelo yeligama litsanga, sib. Make ubuya emasini uphetse litsanga lelikhulu		Akanalo lwati kahle ngabomabitwafanana nangabe umusho wakhe unganiketi inchazelo yeligama ‘litsanga’.	D	4	3
16	A lihleke B liphumule C libhale D liphaphe	1	Abukho budlelwane nelikati. Emakati awahleki. Imphendvulo lefanele Akunabo budlelwane nelikati. Emakati awabhalu Akunabudlelwane nelikati. Emakati awaphaphi	E	2 4 1 3	
17	A dl B nhl C ndl D hl	1	Akanalo lwati lwabongwaca labahamba ngabatsatfu. Akanalo lwati lokuhlukanisa imisindvo ‘nhl’ na ‘ndl’. Imphendvulo lefanele Akanalo lwati lwabongwaca labahamba ngabatsatfu.	M	2 1 4 3	

No	Expected answers		Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
18	A	mgwaco	1	Imphendvulo lefanele	M	4	3
	B	mgwazo		Akanalo Iwati lwabongwaca labahamba ngabatsatfu		3	
	C	mgaco		Liphimiseka ngalokufanako kepha sipelingi asifani		2	
	D	mgiba		Lwati lolutayelekile lwemsindvo kepha ayinabo budlelwane netheksthi		1	
19	A	khonkhotsa	1	Imphendvulo lefanele	E	4	3
	B	khokhotsa		Uphinyiswa ngalokufanako ekucaleni kepha wehlukile ekugcineni.		2	
	C	nkokhotsa		Akanalo Iwati lalomsindvo		1	
	D	khokotsa		Ucishe uphimiseke ngalokufanako kepha sipelingi asifani.		3	
20	A	ndv		Akanalo Iwati lwemisindvo		1	
	B	ndl		Akanalo Iwati lwemisindvo		3	
	C	ndz	1	Imphendvulo lefanele	M	4	3
	D	dlw		Akanalo Iwati lwemisindvo		2	
21	A	sicoco sazuba sehla ngemgwaco		Akanalo Iwati lwetimpawu tekubhala nobe lekusetjentiswa kwetimpawu tekubhala.		1	
	B	Sicoco sazuba sehla ngemgwaco		Ushiye luphawu tekubhala (ngci). Unalo Iwati lwekucala umusho ngafeleba.		3	
	C	sicoco sazuba sehla ngeMgwaco.		Akakabasebentisi kahle bofeleba		2	
	D	Sicoco sazuba sehla ngemgwaco.	1	Imphendvulo lefanele	E	4	1
22	A	yini loyidlako		Akanalo Iwati lwetimpawu tekubhala nobe lwekusetjentiswa kwetimpawu tekubhala.		1	
	B	Yini loyidlako.		Lwati lolungakapheleli lwekusetjentiswa kwetimpawu tekubhala.		3	
	C	Yini loyidlako?	1	Imphendvulo lefanele	E	4	2
	D	Yini Loyidlako?		Unalo Iwati lwetimpawu tekubhala kepha akakabasebentisi kahle bofeleba.		2	
23	A	Yebo, loko kuhle kakhulu!	1	Imphendvulo lefanele	M	4	3
	B	yebo loko kuhle kakhulu		uyehluleka kusebentisa bofeleba netimpawu tekubhala ngendlela lefanele		1	
	C	Yebo loko kuhle kakhulu		Timphawu tekubhala atikasentjentiswa ngendlela lefanele		2	
	D	yebo loko kuhle kakhulu!		Kusentjentiswa kwetimpawu tekubhala akukho ezingeni lelilindzelekile.		3	

No		Expected answers	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
24	A	inyoka itse ngitsandza kudla ticoco		Atikasetjentiswa timphawu tekubhala.		1	
	B	Inyoka itse, ngitsandza kudla ticoco.		Akakawubambi umcondvo wekusetjentiswa kwabokhulumile.		3	
	C	Inyoka itse, "Ngitsandza kudla ticoco."	1	Imphendvulo lefanele	D	4	4
	D	inyoka itse "Ngitsandza kudla ticoco"		Unalo Iwati Iwetimphawu tekubhala kepha akakwati kulisebentisa kahle. (feleba nangci)		2	
25	A	sabito		Kukhona kutheksthi kepha akakwati kuhlukanisa emkhatsini kwelibito nesabito.		3	
	B	siphawulo		Akukho kutheksthi futsi akakwati kubona umehluko emkhatsini welibito nesiphawulo.		1	
	C	libito	1	Imphendvulo lefanele	M	4	2
	D	sento		Kukhona emushweni kephaakanalo Iwati Iwemabito netento.		2	
26	A	tikhalela ticoco	1	Imphendvulo lefanele	M	4	4
	B	ikhalela ticoco		Akanalo Iwati Iwesivumelwano sesento		3	
	C	sikhalela ticoco		Akanalo Iwati Iwesivumelwano sesento		2	
	D	sikhala ticoco		Akavisisi kutsi yini sivumelwano senhloko		1	
27	A	sakhala	1	Imphendvulo lefanele	E	4	3
	B	ngelivi		Budlelwane lobuphasi nekukhala kwesicoco		3	
	C	lelikhulu		Kunebudlelwane nekukhala kweticoco		1	
	D	sicoco		uyehlulekai kuhlukanisa sento nelibito		2	
28	A	tidlwane		Akanalo Iwati Iwekusetjentiswa kwemtsetfo webunyenti egameni		3	
	B	imidlwane		Imphendvulo lefanele.	M	4	3
	C	tidliwane	1	Usebentise silulumagama lesingakatfutfuki		2	3
	D	bantfwana		Akanalo Iwati Iwekusetjentiswa kwemtsetfo webunyenti egameni		1	
29	A	liseceleni		Abukho budlelwane nesitfombe		1	
	B	lisetulu		Abukho budlelwane nesitfombe		3	
	C	liphakatsi	1	Imphendvulo lefanele	E	4	3
	D	lingaphansi		Abukho budlelwane nesitfombe		2	
30	A	sizube		uyehlulekai kuhlukanisa tento netiphawulo		3	
	B	saya		uyehluleka kuhlukanisa tento netiphawulo		2	

No	Expected answers	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	C ekhaya		Akanalo Iwati Iwesento		2	
	D masinyane	1	Imphendvulo lefanele	M	4	3
31	A iyadla		Akanalo Iwati Iwesikhatsi lesengcile		1	
	B yadla		Akanalo Iwati Iwekusebentisa tikhatsi tesento		2	
	C beyidla	1	Imphendvulo lefanele	E	4	3
	D itawudla		Akanalo Iwati Iwesikhatsi lesengcile nesikhatsi sanyalo		3	
UMBUTO WESIBILI						
1.	A timbali	1	Imphendvulo lefanele	E	4	1
	B emagala		Budlelwane lobuncane netimbali.		3	
	C emacembe		Budlelwane lebungasilo liciniso ngetimbali naloko lakubonako.		2	
	D tihlahla		Kunebudlelwane nesihloko kepha akukho kutheksthi.		1	
2.	A Lesitsatfu	1	Imphendvulo lefanele	E	4	2
	B Imphelesontfo		Budlelwane netinsuku teliviki kepha akukho kutheksthi.		1	
	C Umsombuluko		Budlelwane netinsuku teliviki kepha imphendvulo lengesiyo.		3	
	D Lisontfo		Akukho kutheksthi kepha kuhlobene netinsuku teliviki.		2	
3.	A tingemashumi lamabili		Tonkhe timbali setiphelele kugrafu		3	
	B tilishumi nakunye	1	Imphendvulo lefanele	E	4	3
	C tisikhombisa		Kunebudlelwane kepha leli linani letimbali letitsengiswe ngaliesihlanu kuphela		2	
	D Kute		Kungabi nelwati ngalokubutiwe.		1	
4.	A Lesibili		Kutsengiswe timbali letilinganako kulunye Iwaletinsuku.		3	
	B Umgcibelo		Budlelwane netinsuku teliviki kepha akukho kutheksthi.		1	
	C Umsombuluko		Kutsengiswe timbali letincane kunato tonkhe		2	
	D Lesihlanu	1	Imphendvulo lefanele	M	4	3
5.	A Lesitsatfu		Kutsengiswe timbali letindlula ngayinye kuleti letincane kunato tonkhe.		3	
	B Umsombuluko	1	Imphendvulo lefanele	E	4	3

No	Expected answers		Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	C	Ingci		Akanalo lwati emkhatsini wetinyanga netinsuku teliviki.		1	
	D	Lesihlanu		Akanalo lwati emkhatsini walokunyenti kakhulu nalokuncane kakhulu.			
6.	A	Ngatintsatfu		Kungevisisi kahle umbuto.		2	
	B	Ngaletisihlanu		Kungevisisi kahle umbuto.			
	C	ngatimbili		Kungevisisi kahle umbuto.			
	D	Ngayinye	1	Impwendvulo lefanele	D	4	4
7.	A	Bantfu batsenga timbali letinyenti ngaLesihlanu ngobe imphelasontfo	1	Impwendvulo lefanele	M	4	3
	B	Timbali tibita kakhulu.		Kwenta budlelwane lobungenteka ngetimbali.		3	
	C	Timbali tinuka kabi.		Tincumo letingekho kugrafu.		2	
	D	Tinyosi takha luju.		Lwati lolutayelekile ngetimbali kepha akukho kutheksthi.		1	
8.	A	Indlovana naMabasa		Akakwati kuhlukanisa emkhatsini wetinyanga kanye nemalanga		1	
	B	Lesibili naLesitsatfu		Lwati loluncane lwekucondzisia umbuto		3	
	C	Lesibili naLesine	1	Impwendvulo lefanele	M	4	3
	D	Umgcibelo neLisontfo		Kuyahambelana nemalanga eliviki, kepha akukho kutheksthi.		2	
9.	A	ngatine	1	Impwendvulo lefanele	M	4	3
	B	ngatimbili		Uyati kutsi imphendvulo kumele kube yinombolo. Kodvwa uyacombela		2	
	C	ngayinye		Uyati kutsi imphendvulo kumele kube yinombolo. Kodvwa uyacombela		3	
	D	ngatinyenti		Uyacombela njeakanalwati kahle		1	
10.	A	akayekele kutselela timbali.		Lwati lwetimbali kepha akuhlobani nekutsengiswa kwato.		2	
	B	antjintje ligama lesitolo sakhe.		Umcabango longakabaluleki kangako.		3	
	C	akente indali	1	Impwendvulo lefanele	D	4	3
	D	akacashe umsiti		Kuhambelana nelwati lwekucala kepha akuveli kutheksthi		1	
UMBUTO WESITSATFU							
1.	A	Lungela kufundza.		Kukhetfwe nje leminte yemisetfo lekuphosta.		3	

No	Expected answers	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
1.	B Butsa tibi.		Wakha budlelwane nangalomunye umtsetfo longekho kuletheksthi/phosta.		1	
	C Yenta kahle kakhulu.	1	Imphendvulo lefanele	E	4	3
	D Yiba nebungani.		Kwenta budlelwane lobungekho.		2	
2.	A Ngena ubindzile.	1	Imphendvulo lefanele	E	4	2
	B Phakamisa sandla sakho.		Akanalo Iwati emkhatsini kwalokucalako nalokulandzelako.		2	
	C Bopha tintsambo teticatfulo takho.		Umtsetfo lotayelekile kepha awukho kutheksthi.		1	
	D Ngena masinyane.		Kungafundzi kahle emagama 'ubindzile' na 'masinyane'.		3	
3.	A ngesikolo		kunebudlelwane bekutsi lemitsetfo yaseklasini lelisesikolweni.		2	
	B ngeluhlelo		Kuhlobene nesikolo kepha akukho kutheksthi.		1	
	C ngelibhodlela		Lephosta imise kwelibhodlela kepha akusiyo imphendvulo.		3	
	D ngemitsetfo	1	Imphendvulo lefanele	M	4	3
4.	A egumbini labothishela		Ligumbi lelisesikolweni kepha akusilo lebantfwana.		3	
	B eklasini	1	Imphendvulo lefanele	M	4	3
	C endlini		Budlelwane bemitsetfo yasendlini.		1	
	D esitolo		Budlelwane nemaphosta latsengiswa esitolo.		2	
5.	A nebungani		Budlelwane nesiphawulo kepha akusilo libito.		3	
	B sitsa		Unalo Iwati ngelibito kepha akusiyo imphendvulo.		1	
	C ngumngani	1	Imphendvulo lefanele	E	4	1
	D lolungile		Akakwati kwehlukanisa emkhatsini welibito nesiphawulo nesandziso.		2	
6.	A tindlela		Lwati lolwetayelekile lwebunyenti, kepha akusiyo imphendvulo lefanele.		1	
	B tandla	1	Imphendvulo lefanele	M	4	1
	C sandla		Abukasetjentiswa bunyenti kuleligama.		3	
	D ndla		Alinaso sicalo leligama (sicalo 'ta' asikho).		2	

No	Expected answers		Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
7.	A	abindzile		Akusiye ndzaweni nanobe litfolakala kutheksthi.		1	
	B	kumele		Kungabi nelwati lokuhluukanisa sento nandzaweni.		2	
	C	ngetulu		Kukhona kuhlobana nabondzaweni kepha akukho kutheksthi.		3	
	D	ngekhatsi	1	Imphendvulo lefanele	M	4	1
8.	A	kabi	1	Imphendvulo lefanele	D	4	4
	B	kamnandzi		Akanalo Iwati labomcondvophika.		3	
	C	kahle		Akanalo Iwati emkhatsini wabomcondvofana namcondvophika.		2	
	D	kuhle		Kunebudlelwane kepha akasiye mcondvophika weligama lelisemushweni.		1	
9.	A	hleka		Budlelwane lobungenalo liciniso.		2	
	B	khulumu	1	Imphendvulo lefanele	D	4	3
	C	buya		Akunabudlelwane futsi akukho kutheksthi.		1	
	D	bindza		Akanalo Iwati emkhatsini wabomcondvofana.		3	
10.	A	namatsela		Kungabi nelwati Iwetihlanganiso		2	
	B	nawe		Kungabi nelwati Iwetihlanganiso futsi akukho kutheksthi		1	
	C	bese	1	Imphendvulo lefanele	M	4	3
	D	kantsi		Unalo Iwati Iwetihlanganiso kepha akusiyo imphendvulo lefanele.		3	
11.		Phakamissa	1	Imphendvulo lefanele Nangabe abhale ‘ sakho ’, akanalo Iwati emkhatsini wetabito netento. Nangabe abhale ‘ sandla ’, akanalo Iwati emkhatsini kwemabito netento.	E	4	3
UMBUTO WESINE							
1.	A	Bantfu ebusika		Akanalo Iwati emkhatsini wesihloko nesahluko.		3	
	B	Konkhe ngebusika	1	Imphendvulo lefanele	E	4	1
	C	Simo selitulu		Budlelwane nebusika lobungenasiciniseko.		2	
	D	Lichwa		Budlelwane lobusezingeni leliphansi bebusika nelichwa.		1	
2.	A	Simo selitulu ebusika		Akanalo Iwati nekuvisisa emagama ‘ngaphambili nasemuva’.		3	

No	Expected answers		Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
3.	B	Tincetu telichwa		Usebentisa lakubona kuphosta kepha akusiyo imphendvulo lefanele.		2	
	C	Titjalo ebusika	1	Imphendvulo lefanele	E	4	2
	D	Tivakashi		Akukho kutheksthi.		1	
4.	A	25		Akakwati kuhlukanisa emkhatsini kwesingeniso nesilulumagama.		2	
	B	19		Kuhlobene netinombolo kepha akusiyo inombolo yelikhasi lelifanele.		3	
	C	3		Akanalo Iwati lwetinombolo telikhasi netesahluko.		1	
	D	1	1	Imphendvulo lefanele	M	4	2
5.	A	Simo selitulu eBusika.	1	Imphendvulo lefanele	E	4	2
	B	Timphahla tami temaholide.		Akukho kutheksthi.		1	
	C	Singeniso		Akanalo Iwati ngekufana kwetinombolo tesahluko nelikhasi lesingeniso.		3	
	D	Umfana		Akunabudlelwane nakubukwa sitfombe.		2	
6.	A	ngetilwane ebusika	1	Imphendvulo lefanele	M	4	3
	B	ngemvula ebusika		Akukho kutheksthi.		1	
	C	ngesimo selitulu ebusika		Kungevisisi kutsi umbuto ufunani.		3	
	D	ngetihlahla ebusika		Budlelwane lobukhona emkhatsini wetihlahla netitjalo kepha akukho kutheksthi.		2	
7.	A	tilwane	1	Imphendvulo lefanele	M	4	3
	B	bantfwana		Akunabudlelwane nakubukwa sitfombe.		2	
	C	titjalo		Kunebudlelwane lobukhona kutheksthi kepha akusiyo imphendvulo.		3	
	D	emabhantji		Kuhlobaniswa nebusika kepha akukho kutheksthi.		1	
8.	A	Ngebantfu ebusika		Akanalo Iwati ngetinombolo temakhasi.		3	
	B	Ngetincwadzi ebusika		Akukho kutheksthi.		1	
	C	Ngelithebula laLokucuketfwe		Lithebula laLokucuketfwe alunayo inombolo yelikhasi.		2	
	D	Ngesimo selitulu ebusika	1	Imphendvulo lefanele	D	4	3
	A	Titjalo eBusika	4	Yamukela kuhela kulandzelana lokufanele kwetigameko.	M	4	3
	B	Bantfu eBusika	2				
	C	Titjalo eBusika	3				

No	Expected answers			Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	D	Simo selitulu eBusika	1		Nangabe kungalandzelani kahle, kusho kutsi akanalo Iwati ngekulandzelanisa kahle tigameko.			
9.	A	1			Akanalo Iwati emkhatsini kwesingeniso nesilulumagama.		3	
	B	2			Uyehluleka kuvisisa kahle umbuto.		2	
	C	25	1		Imphendvulo lefanele	D	4	4
	D	52			Uphambanisa tinombolo telikhasi leliyimphendvulo futsi alikho lelikhasi kuletheksthi.		1	
10.	A	g			Akanalo Iwati ngekuphinyiswa kwabongwaca 'g'.		3	
	B	s			Akanalo Iwati ngekulandzelana kwemisindvo egameni.		1	
	C	e			Akanalo Iwati lwebudlelwane emkhatsini kwagwaca nankamisa.		2	
	D	k	1		Imphendvulo lefanele	E	4	1
11.		yincwadzi	1		Imphendvulo lefanele	E	4	1
12.	A	bandza	1		Imphendvulo lefanele	M	4	3
	B	badza			Akanalo Iwati lwemisindvo yabongwaca labahamba ngabatsatfu.		3	
	C	bhadza			Akanalo Iwati lwemisindvo yabongwaca labahamba ngabatsatfu.		2	
	D	bondza			Uyehluleka kusebentisa nkhamisa 'a' na 'o' egameni		1	
13.		imvula	1		Imphendvulo lefanele. (ungamniki limaki uma abhale sipelingi lesingakafaneli)	E	4	3
14.	A	funeka			Ligama liphimiseka ngendlela lefanako kepha imvumelwano ayikho		1	
	B	fakela	1		Imphendvulo lefanele	E	4	2
	C	hlobisa			Akanalo Iwati lwemagama lanemvumelwano		3	
	D	bhula			Akanalo Iwati lwemagama lanemvumelwano		2	
15.	A	liphambi kwakhe	1		Imphendvulo lefanele	M	4	3
	B	lisemuva kwakhe			Uyehluleka kuhumusha sitfombe atfole ndzaweni lofanele.		3	
	C	Lingaphansi kwelideski			Uyehluleka kuhumusha sitfombe atfole ndzaweni lofanele.		1	
	D	lisenhloko			Uyehluleka kuhumusha sitfombe atfole ndzaweni lofanele.		2	

No	Expected answers	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
16.	bayafutfumala	1	Imphendvulo lefanele	M	4	3
17.	A badlala B sitawudlala C besidlala D siyadlala		Akanalo Iwati Iwetikhatsi tesento. Akanalo Iwati Iwetikhatsi tesento. Imphendvulo lefanele Akanalo Iwati Iwetikhatsi tesento.		3 2 4 1	
18.	A batawusebentisa B usebentisa C bebasebentise D asebentile		Akanalo Iwati lokusebentisa sivumelwano sesento kute acedzele umusho. Imphendvulo lefanele Akanalo Iwati lokusebentisa sivumelwano sesento kute acedzele umusho. Akanalo Iwati lokusebentisa sivumelwano sesento kute acedzele umusho.		3 4 1 2	
19.	Nobe ngabe nguuphi umusho lowamukelekile loniketa inchazelo lekungiyo yeligama 'inyanga' sib. Inyanga yelapha bantfu tifo letinyenti.	1	Nangabe umusho unganiketi inchazelo lenye yeligama 'inyanga' kusho kutsi usengakabavisi kahle bomabitwafanana.	D	4	4
20.	A busika B kulala C kuhlala D kushisa		Akanalo Iwati Iwemagama abomcondvophika Akanalo Iwati Iwemagama abomcondvophika Akanalo Iwati Iwemagama abomcondvophika Imphendvulo lefanele		2 1 3 4	



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC RESOURCE BANK SISWATI LULWIMI LWASEKHAYA LIBANGA 3

Leliphepha linemakhasi la- 33

Ticondziso tathishela:

1. “Letivivinyo” takheke nj engelithulusi lokuhlola ngekucubungula.
2. Uyacelwa kwekutsi ufundze umhlahlandlela wathishela ngembikwe-kusebentisa letivivinyo.
3. Letivivinyo ungatisebentisa ngekulandzela tigaba/nobe imibuto.
4. Ungachubeka uhlukanise imibuto kuletigaba letehlukene/kulemibuto leyehlukene ulandzela emakhono, emazinga ebulukhuni kanye nemabanga.
5. Kukhetfwa kwetigaba/kwemibuto kutawuya ngenhloso yeluhlolo. Sib. Kungenteka ufone kutfola kwekutsi bafundzi bakho labaseklasini leLibanga 3 banawo yini emakhono emkhakheni wekufundza nemisindvo eLibanga 1 kanye neLibanga 2. Kanj alo-ke utawukhetsa yonke imisebenti yeLibanga 1 kanye neLibanga 2 letfolakala embutweni we-1. Loku kungentiwa luhlolo lolusisekelo lolungasetj entiswa ekucaleni kwemnyaka. Ungahlela-ke tifundvo takho tekufundzisa bafundzi beLibanga 3 letisuselwe ekuhlatiyweni kweluhlolo lwekucubungula kweluhlolo lolusisekelo. Ngalokufanako ungakhetsa imibuto ngekulandzela imikhakha lehlukene yeCAPS kanye nenhloso yeluhlolo lwakho.

Umbuto Wekucala

Fundza kahle itheksthi lelandzelako bese uphendvula imibuto.

ITHEKSTHI t INDZABA

Ngalelinye lilanga sicoco lesinemlomo lobanti seta sizuba sehla ngemgwaco.

Ngaseceleni kwemgwaco sabona likati lotsela lilanga. Sicoco sakhala ngelivi lelikhulu savusa likati. Sabuta likati kutsi idlani. Likati lakhala, “Ngidla inhlanti,” labese liyabuyela liyalala. Sicoco satsi, “Awu, kuhle-ke loko!” Sase siyazuba sehla ngemgwaco.

Masinyane, sicoco sahlangana nenj a lenemabalabala ihamba nemdlwane.

Sicoco sabuta inj a kutsi idlani. Inj a yakhonkhotsa yatsi idla inyama. Sicoco sakhala, “Awu, kuhle-ke loko! ” Sabese, siyazuba sehla ngemgwaco.

Ngalokulandzelako, sicoco sabona inkhomo lelambile neliftole layo kutidlela tj ani. Sicoco sakhala ngelivi lelikhulu, sabuta inkhomo kutsi idlani. “Awuboni yini kutsi ngidla tj ani?” kubhonsa inkhomo. Saphindza sicoco sakhala, “Awu, kuhle-ke loko!” sasesiyazuba sehla ngemgwaco.

Emuva kwaloko, sicoco sabona inyoka lehlakaniphile itigocile phakatsi emgwacweni. Sakhala ngelivi lelikhulu sabuta inyoka kutsi idlani. Inyoka yakhala yatsi idla ticoco kodwva itsanza kakhulu ticoco letinemlomo lobanti nj engewaso. Sicoco sakhala ngelivi lelihabako, “Awu, ngilokubi-ke loko!” sasesiyazuba masinyane saya ekhaya.

[Isuselwe endzabeni lets ‘The Wide Mouth Frog’]

Uyacelwa kwekutsi ucapheli umbhalo lobhalwe ngetulu kwembuto ngamunye nj engoba kukhonj isiwe ngentasi, lombhalo uniketa lwati lolulandzelako ngalendlela: luhlobo lweteksthi, umkhakha wesifundvo, lokucuketfwe/lwati nobe likhono, lizinga lembuto welibanga, lizinga lebulukhuni kanye nethemu (lapho kufundziswa khona lokucuketfwe/ emakhono) sib.:

Luhlobo lwe theksthi	Imikhakha	Lokucuketfwe/Lwati/ Emakhono	Libanga	Lizinga lebulukhuni	iThemu
Lelandzisako	Kufundza nemisindvo	Balingisi labasendzabeni.	Libanga 1	E	2

Ngako-ke ngetulu kwembuto ngamunye kubhaleke ngalendlela lelandzelako:

Lelandzisako	Kufundza nemisindvo	Balingisi labasendzabeni.	Libanga 1	E	2
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Sifundvo sekuvisisa

Luhlobo lwe theksthi	Imikhakha	Lokucuketfwe/Lwati/ Emakhono	Libanga	Lizinga lebulukhuni	iThemu
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Lelandzisako	Kufundza nemisindvo	Balingisi labasendzabeni.	Libanga 1	E	2
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Ngubani umlingisi losemcoka endzabeni?

Umlingisi losemcoka endzabeni ...

1. A ngumdlwane.
- B yinyoka.
- C sicoco.
- D yimphungane.

Lelandzisako	Kufundza nemisindvo	Balingisi labasendzabeni.	Libanga 2	E	2
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2 Bhala luhla lwebalngisi labakhulumako kulenzaba.

- A Sicoco, likati, inj a, inkomo, inyoka
- B Sicoco, likati, inj a, inkomo, inhlanti
- C Imvu, imbuti, lizinyane, Mandla, likati
- D Sicoco, likati, inkomo, inyoka, umdlwane

Lelandzisako	Kufundza nemisindvo	Chaza umlingisi losemcoka.	Libanga 3	M	1
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3. Sicoco lesinj ani lebesizuba sehla ngemgwaco?

- A Sicoco lesinemlomo lobanti.
- B Sicoco lesilambile.
- C Sicoco lesiluhlata.
- D lesingumntfwana.

Lelandzisako	Kufundza nemisindvo	Kulandzelanisa tigameko	Libanga 2	M	2
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4. Ngusiphi sigameko lesenteke ekugcineni kulenzaba

Sicoco ...

- A sazuba masinyane saya ekhaya.
- B sabona inkomo nelitfole kudla tj ani.
- C sahlangana nenyoka.
- D saya kuyobhukusha.

Lelandzisako	Kufundza nemisindvo	Kulandzelanisa tigameko	Libanga 3	D	2
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5. Phindza uhlele kahle tigameko ngekulandzelana kwato.

Faka tinombolo 1-4.

Inyoka yakhala yatsi idla ticoco letinemlomo lobanti.	
Likati lakhala latsi lidla tinhlanti.	
Inkhomo yabhonsa yatsi idla tjani.	
Inj a yakhonkhotsa yatsi idla inyama.	

Lelandzisako	Kufundza nemisindvo	Umbuto losezingeni leliphakeme	Libanga 3	M	2
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6. Kungani sicoco sakhala ngelivi lelihlabako ngalesikhatsi inyoka itsi idla ticoco?

Sicoco sakhala ngelivi lelihlabako ngobe ...

- A besisaba inyoka.
- B besifuna kudla kwenyoka.
- C umphimbo waso bewubuhlungu.
- D besij abulile.

Lelandzisako	Kufundza nemisindvo	Kutfola sibekandzaba	Libanga 3	E	2
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7. Yenteke kuphi lendzaba?

- A Emgwacweni.
- B Epulazini.
- C Esitolo setilwane.
- D Eceleni kwelidamu.

Lelandzisako	Kufundza nemisindvo	Uveta umbono	Libanga 3	M	3
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8. Nangabe inyoka nesicoco baba bangani, kutawentekani?

- A Bebangeke badle tj ani ndzawonye.
- B Inyoka beyingeke ikhale kanye nesicoco.
- C Bebangeke babhukushe ndzawonye.
- D Inyoka angeke isidle sicoco.

Lelandzisako	Kufundza nemisindvo	Uveta umbono	Libanga 3	D	4
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9. Kungani ucabange kutsi sicoco sazuba masinyane saya ekhaya?

- A Besifuna kuncoba umj aho.
- B Besisaba kutsi inyoka ingasidla.
- C Besicedzile kukhuluma menyoka.
- D Besingafuni kwephuta.

Lelandzisako	Kufundza nemisindvo	Imbangela nemphumela	Libanga 4	D	4
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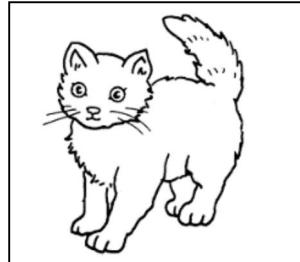
10. Bekutawentekani nangabe sicoco asizange sizube sehle ngemgwaco?

- A Tilwane betingeke tibekhona.
- B Sicoco besitawugij ima sehle ngemgwaco.
- C Sicoco besingeke sihlangane netilwane.
- D Sicoco besingeke sizube.

Lelandzisako	Kufundza nemisindvo	Ubona umsindvo losekucaleni	Libanga 1	E	1
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11. Buka sit fombe. Ngumuphi umsindvo losekucaleni?

- A l
- B k
- C b
- D a

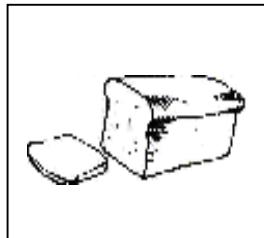


Lelandzisako	Kufundza nemisindvo	Usebentisa imisindvo lehamba ngamitsatfu	Libanga 1	E	3
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12. Buka sitfombe. Khetsa umsindvo losele.

Lesi si...a

A ndlw



B nhlw

C nkhw

D ngw

Lelandzisako	Kufundza nemisindvo	Ubona emagama lanemvumelwano	Libanga 2	M	1
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13. Khetsa ligama lelikhombisa imvumelwano naleligama, 'khala'.

A dlani

B bhala

C khula

D khama

Lelandzisako	Kufundza nemisindvo	Kubona emagama lanemvumelwano	Libanga 3	D	1
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14. Khetsa ligama lelingakhombisi imvumelwano naleligama 'gula'.

A cula

B sula

C fula

D shaya

Lelandzisako	Kufundza nemisindvo	Bomabitwafanana	Libanga 3	D	3
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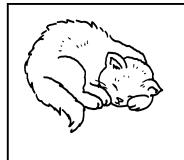
15. Mabitwafanana ligama leliphinyiswa libuye lipelwe ngalokufanako kepha lisho tintfo letehlukene.

Litsanga laJabu libuhlungu futsi livuvukile.

Yakha umusho usebentise ligama 'litsanga' ukhombise inchazelo lehlukile.

Lelandzisako	Kufundza nemisindvo	Ubona emagama lanemisindvo lehamba ngamibili	Libanga 3	E	1
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16. Buka sitfombe. Khetsa ligama lelikhombisa kutsi likati litsandza kwentani.



Likati litsandza kulala ...

- A lihleke.
- B liphumule.
- C libhale.
- D liphaphe.

Lelandzisako	Kufundza nemisindvo	Ubona emagama lanemisindvo lehamba ngamitsatfu	Libanga 3	M	1
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17. Fundza umusho bese ukhetsa umsindvo lofanele wekucedzela ligama.

Lunga ulahle sikhya sase...ini.

- A dl
- B nhl
- C ndl
- D hl

Lelandzisako	Kufundza nemisindvo	Ubona emagama lanemisindvo yabongwaca lehamba ngamitsatfu	Libanga 3	M	1
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18. Fundza umusho bese ukhetsa ligama lelifanele.

Sicoco sazuba eceleni kwe ...

- A mgwaco.
- B mgwazo.
- C mgaco.
- D mgiba.

Lelandzisako	Kufundza nemisindvo	Wakha emagama asebentisa imisindvo lefundziwe	Libanga 3	E	3
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19. Khetsa ligama lelifanele.

Inj a ya... yatsi idla inyama

- A khonkhotsa
- B khokhotsa
- C nkokhotsa
- D khokotsa

Lelandzisako	Kufundza nemisindvon	Ubona emagama lanemisindvo yabongwaca lehamba ngamitsatfu	Libanga 3	M	1
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20. Fundza umusho bese ukhetsa umsindvo lofanele wekucedzela ligama.

Inyoka yatsi itsa...a inyama.

- A ndv
- B ndl
- C ndz
- D dlw

Lelandzisako	Kubhala	Timphawu tekubhala	Libanga 1	E	4
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21. Khetsa umusho lapho kusetj entiswe timphawu tekubhala ngalokufanele.

- A sicoco sazuba sehla ngemgwaco
- B Sicoco sazuba sehla ngemgwaco
- C sicoco sazuba sehla ngeMgwaco.
- D Sicoco sazuba sehla ngemgwaco.

Lelandzisako	Kubhala	Timphawu tekubhala	Libanga 2	E	3
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22. Ngumuphi umusho lapho kusetj entiswe timphawu tekubhala ngalokufanele.

- A yini loyidlako
- B Yini loyidlako.
- C Yini loyidlako?
- D Yini Loyidlako?

Lelandzisako	Kubhala	Timphawu tekubhala	Libanga 3	M	1
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23. Khetsa umusho lapho kusetj entiswe timphawu tekubhala ngalokufanele.

- A Yebo, loko kuhle kakhulu!
- B yebo loko kuhle kakhulu
- C Yebo loko kuhle kakhulu
- D yebo loko kuhle kakhulu!

Lelandzisako	Kubhala	Timphawu tekubhala	Libanga 4	D	1
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24 Khetsa umusho lapho kusetj entiswe timphawu tekubhala ngalokufanele.

- A inyoka itse ngitsandza kudla ticoco
- B Inyoka itse, ngitsandza kudla ticoco.
- C Inyoka itse, “Ngitsandza kudla ticoco.”
- D inyoka itse “Ngitsandza kudla ticoco”

Lelandzisako	Kubhala	Tincenye tenkhulomo Libito	Libanga 2	M	3
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25. Liyini ligama lelidvwetj elwe emushweni?

Wabona likati lelivilaphako lilele.

- A sabito
- B siphawulo
- C libito
- D sento

Lelandzisako	Kubhala	Sivumelwano	Libanga 4	M	2
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26. Ngumuphi umusho lofanele?

Inyoka ikhalela sicoco kepha tinyoka ...

- A tikhalela ticoco.
- B ikhalela ticoco.
- C sikhalela ticoco.
- D sikhala ticoco.

Lelandzisako	Kubhala	Kubona tento	Libanga 3	E	2
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27. Nguliphi ligama lelisento emushweni?

Sicoco sakhalo ngelivi lelikhulu.

- A sakhalo
- B ngelivi
- C lelikhulu
- D sicoco

Lelandzisako	Kubhala	Bunyenti	Libanga 3	D	4
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28. Khetsa bunyenti lobufanele.

Munye umdlwane kepha lemibili ...

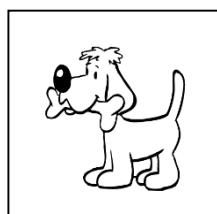
- A tidlwane.
- B imidlwane.
- C tidliwane.
- D bantfwana.

Lelandzisako	Kubhala	Bondzaweni	Libanga 3	E	4
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29. Buka sitfombe. Ngumuphi ndzaweni lofanele?

Litsambo ... emlonyeni wenj a.

- A liseceleni
- B lisetulu
- C liphakatsi
- D lingaphansi



Lelandzisako	Kubhala	Kubona tandziso	Libanga 3	M	2
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30. Nguliphi ligama lelichaza sento?

Sicoco sizube masinyane saya ekhaya.

- A sizube
- B saya
- C ekhaya
- D masinyane

Lelandzisako	Kubhala	Tikhatsi tesento	Libanga 3	E	1
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31. Cedzela umusho.

Itolo inj a ... inyama.

- A iyadla
- B yadla
- C beyidla
- D itawudla

Umbuto Wesibili

Fundza igrafu lelandzelako bese uphendvula imibuto.

ITHEKSTHI 2: IGRAFU

Sitolo saLindi setimbali

Tintsengiso teliviki

	8				
	7				
	6				
	5				
Linani letimbali	4				
	3				
	2				
	1				
		Umsombuluko	Lesibili	Lesitsatfu	Lesine
					Lesihlanu

Emalanga eliviki

[Isuselwe encwadzini yase DBE]

Igrafu	Kufundza nemisindvo	Kuhumusha Iwati Iwegrafu	Libanga 1	E	4
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1. Bekatsengisani Lindi?

- A timbali
- B emagala
- C emacembe
- D tihlahla

Igrafu	Kufundza nemisindvo	Kuhlatiya nekucatsanisa Iwati	Libanga 2	E	3
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2. Nguliphi lilanga lapho Lindi watsengisa timbali letintsatfu kuphela?

- A Lesitsatfu
- B Imphelesontfo
- C Umsombuluko
- D Lisontfo

Igrafu	Kufundza nemisindvo	Kuhlatiya nekucatsanisa Iwati	Libanga 3	E	1
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3. Tingaki timbali setitonkhe letitsengiswe nguLindi ngaLesibili
nangaLesihlanu?

- A tingemashumi lamabili
- B tilishumi nakunye
- C tisikhombisa
- D kute

Igrafu	Kufundza nemisindvo	Kuhlatiya nekucatsanisa Iwati	Libanga 3	M	2
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4. Nguliphi lilanga lapho Lindi watsengisa timbali letinyenti?

- A Lesibili
- B Umgcibelo
- C Umsombuluko
- D Lesihlanu

Igrafu	Kufundza nemisindvo	Kuhlatiya nekucatsanisa Iwati	Libanga 3	E	2
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5. Nguliphi lilanga lapho Lindi watsengisa timbali letimbalwa?

- A Lesitsatfu
- B Umsombuluko
- C Ingci
- D Lesihlanu

Igrafu	Kufundza nemisindvo	Kuhlatiya nekucatsanisa Iwati	Libanga 4	D	1
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6. Tinyenti ngatingaki timbali Lindi ladzinga kutitsengisa ngeMsombuluko

kute tilingane naletitsengiswe ngaLesitsatfu?

- A ngatintsatfu
- B ngaletisihlanu
- C ngatimbili
- D ngayinye

Igrafu	Kufundza nemisindvo	Uveta umbono	Libanga 3	M	4
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7 Kungani ucabange kutsi Lindi utsengise timbali letinyenti ngaLesihlanu kwengca ngeMsombuluko?

- A Bantfu batsenga timbali letinyenti ngaLesihlanu ngobe yimphelasontfo.
- B Timbali tibita kakhulu.
- C Timbali tinuka kabi.
- D Tinyosi takha lu j u.

Igrafu	Kufundza nemisindvo	Hlatiya catsanisa ubuye uhlukanise lwati	Libanga 3	M	3
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8. Nguwaphi emalanga lamabili lapho Lindi watsengisa timbali letilinganako?

- A Indlovana naMabasa
- B Lesibili naLesitsatfu
- C Lesibili naLesine
- D Umgcibelo neLisontfo

Igrafu	Kufundza nemisindvo	Kuchaza kufanana nekuhluka kwetintfo	Libanga 3	M	4
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9. Tinyenti ngatingaki timbali Lindi latitsengise ngaLesihlanu nangabe uticatsanisa naletu tangaLesitsatfu?

- A ngatine
- B ngatimbili
- C ngayinye
- D ngatinyenti

Igrafu	Kufundza nemisindvo	Uveta umbono	Libanga 3	D	4
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10. Yini lengentiwa nguLindi kute andzise linani letimbali letingatsengwa ngeMsombuluko?

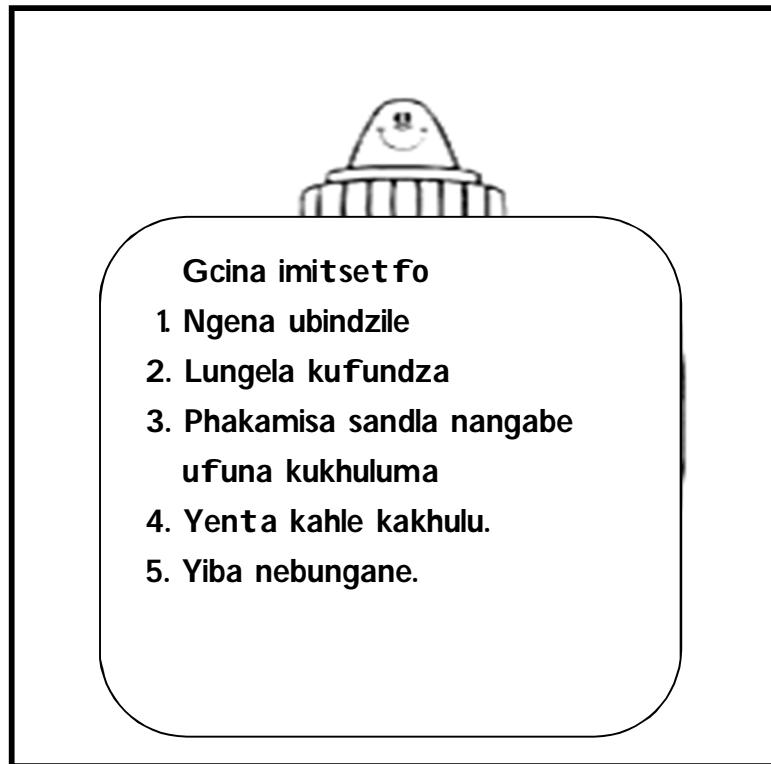
Lindi ...

- A akayekele kutselela timbali nj alo.
- B akantj intje ligama lesitolo sakhe.
- C akente indali.
- D akacashe umsiti.

Umbuto Wesitsatfu

Fundza itheksthi lelandzelako bese uphendvula imibuto.

ITHEKSTHI 3: IPHOSTA



Gcina imitsetfo

- 1. Ngena ubindzile**
- 2. Lungela kufundza**
- 3. Phakamisa sandla nangabe
ufuna kukhuluma**
- 4. Yenta kahle kakhulu.**
- 5. Yiba nebungane.**

[Isuselwe ku www.teacherspayteachers.com 29.07.2016]

Iphosta	Kufundza nemisindvo	Uhumusha lwati	Libanga 3	E	4
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1. Utsini umtsetfo we -4?

- A Lungela kufundza.
- B Butsa tibi.
- C Yenta kahle kakhulu.
- D Yiba nebungani.

Iphosta	Kufundza nemisindvo	Uhumusha lwati	Libanga 2	E	3
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2. Ngumuphi umtsetfo longembikwalowo lotsi ‘Lungela kufundza’?

- A Ngena ubindzile.
- B Phakamisa sandla sakho.
- C Bopha tintsambo tetica tfulo takho.
- D Ngena masinyane.

Iphosta	Kufundza nemisindvo	Kuhlatiya lwati	Libanga 3	M	4
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3. Ikhuluma ngani lephosta?

Lephosta ikhuluma ...

- A ngesikolo.
- B ngeluhlelo.
- C ngelibhodlela.
- D ngemitsetfo.

Iphosta	Kufundza nemisindvo	Kuhlatiya lwati	Libanga 3	M	4
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4. Ungayitfola kuphi lephosta?

Lephosta ungayitfola ...

- A egumbini labothishela.
- B eklasini.
- C endlini.
- D esitolo.

Iphosta	Kubhala	Emabito	Libanga 1	E	3
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5. Nguliphi libito kulomusho lolandzelako?

Yiba ngumngani lolungile.

- A nebungani
- B sitsa
- C ngumngani
- D lolungile

Iphosta	Kubhala	Bunyenti	Libanga 1	M	4
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6. Khetsa ligama lelifanele ucedzele umusho.

Bafundzi kumele baphakamise ... tabo ngembi kwekutsi bakhulume

- A tindlela
- B tandla
- C sandla
- D ndla

Iphosta	Kubhala	Bondzaweni	Libanga 1	M	4
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7. Tfola ndzaweni kulomusho.

Londi kumele angene ngekhatsi abindzile.

- A abindzile
- B kumele
- C ngetulu
- D ngekhatsi

Iphosta	Kubhala	Bomcondvophika	Libanga 4	D	1
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8. Khetsa mcondvophika weligama lelidvwetj elwe.

Yenta kahle kakhulu.

- A Kabi.
- B Kamnandzi.
- C Kahle.
- D Kuhle.

Iphosta	Kubhala	Bomcondvofana	Libanga 3	D	4
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9. Khetsa mcondvofana weligama 'coca'.

- A hleka
- B khuluma
- C buya
- D bindza

Iphosta	Kubhala	Tihlanganiso	Libanga 3	M	4
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10. Khetsa ligama lelifanele uhlanganise lemisho lemibili.

Fundza lephosta. Ugcina imitsetfo.

- A namatsela
- B nawe
- C bese
- D kantsi

Luhlobo lwe theksthi	Imikhakha	Lokucuketfwe/Lwati/ Emakhono	Libanga	Lizinga lebulukhuni	iThemu
Iphosta	Kubhala	Tento	Libanga 3	E	2

11. Tfola sento kulomusho bese uyasibhala.

Phakamisa sandla sakho.

Umbuto Wesine

Fundza kahle Lithebula Lalokucuketfwe bese uphendvula imibuto lelandzelako.

ITHEKSTHI 4: LITHEBULA LALOKUCUKETFWE

Konkhe ngeBusika

Buka Lithebula Lalokucuketfwe.
Phendvula imibuto.





Sebentisa
lithebula
lalokucuke-
tfwe



Lithebula laLokucuketfwe

	Likhasi
Singeniso	1
1 Simo selitulu eBusika	4
2 Bantfu eBusika	9
3 Titjalo eBusika	13
4 Tilwane eBusika	19
Silulumagama seBusika	25

[Isuselwe ku www.firstgradealacarte.blogspot.com 29.07.2016]

Litebula lalokucuketfwe	Kufundza nemisindvo	Kuhumusha Iwati	Libanga 1	E	4
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1. Sitsini sihloko salencwadzi ?

- A Bantfu ebusika
- B Konkhe ngebusika
- C Simo selitulu
- D Lichwa

Lithebula lalokucuketfwe	Kufundza nemisindvo	Kuhumusha Iwati	Libanga 2	E	3
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2. Ngusiphi sihloko lesita ngemuva kwaleso lesitsi ‘Bantfu eBusika’?

- A Simo selitulu ebusika.
- B Tincetu telichwa.
- C Titj alo ebusika.
- D Tivakashi.

Lithebula lalokucuketfwe	Kufundza nemisindvo	Kuhumusha Iwati	Libanga 2	M	3
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3. Singeniso sikuliphi likhasi?

‘Singeniso’ siselikhasini ...

- A 25
- B 19
- C 3
- D 1

Lithebula lalokucuketfwe	Kufundza nemisindvo	Kuhlatiya Iwati	Libanga 2	E	3
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4. Sitsini sahluko se- 1?

Sahluko se- 1 sitsi ...

- A Simo selitulu eBusika.
- B Timphahla tami temaholide.
- C Singeniso.
- D Umfana.

Lithebula lalokucuketfwe	Kufundza nemisindvo	Kuhlatiya Iwati	Libanga 3	M	4
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5. Sikhuluma ngani sahluko sesine?

Sahluko sesine sikhuluma ...

- A ngetilwane ebusika.
- B ngemvula ebusika.
- C ngesimo selitulu ebusika
- D ngetihlahla ebusika.

Lithebula lalokucuketfwe	Kufundza nemisindvo	Kuhlatiya Iwati	Libanga 3	M	4
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6. Nguluphi Iwati longafundza ngalo esahlukweni ‘Tilwane eBusika’?

- A tilwane.
- B bantfwana.
- C titj alo.
- D emabhantji.

Lithebula lalokucuketfwe	Kufundza nemisindvo	Kuhlatiya Iwati	Libanga 3	D	4
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7. Ungafundza ngani kusukela ekhasini le 4- 8?

- A Ngebantfu ebusika
- B Ngetincwadzi ebusika
- C NgeLithebula laLokucuketfwe
- D Ngesimo selitulu ebusika

Lithebula lalokucuketfwe	Kufundza nemisindvo	Kulandzelanisa tigameko	Libanga 3	M	2
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8. Phindza uhlele kahle letahluko ngekulandzelana ngekweLithebula

laLokucuketfwe.

Faka tinombolo 1-4.

Tilwane eBusika	
Bantfu eBusika	
Titjalo eBusika	
Simo selitulu eBusika	

Lithebula lalokucuketfwe	Kufundza nemisindvo	Kuhumusha lwati	Libanga 4	D	1
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9. Ungasitfola kuphi silulumagama sebusika?

Silulumagama sebusika ungasitfola ekhasini le...

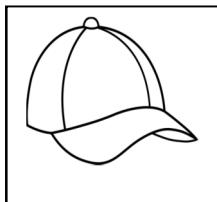
- A 1.
- B 2.
- C 25.
- D 52.

Lithebula lalokucuketfwe	Kufundza nemisindvo	Kubona umsindvo losemkhatsini egameni	Libanga 1	E	1
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10. Buka sitfombe. Ngumuphi umsindvo lolandzela nkhamisa 'i...' losekucalen'i

kweligama lesitfombe?

- A g
- B s
- C e
- D k



Lithebula lalokucuketfwe	Kufundza nemisindvo	Lwati lwemisindvo nemitsetfo yesipelingi	Libanga 1	E	3
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11. Khetsa ligama lelifanele lesitfombe.

Lena yicwadzi/yincwadzi.



Lithebula lalokucuketfwe	Kufundza nemisindvo	Lwati lwemisindvo nemitsetfo yesipelingi	Libanga 3	M	1
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12. Khetsa ligama lelifanele ucedzele umusho.

Ebusika simo selitulu siya ...

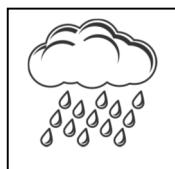
- A bandza
- B badza
- C bhadza
- D bondza

Lithebula lalokucuketfwe	Kufundza nemisindvo	Lwati lwemisindvo nemitsetfo yesipelingi	Libanga 3	E	3
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13. Buka sitfombe.

Bhala umsindvo lofanele ucedzele ligama.

I yana i...ula



Lithebula lalokucuketfwe	Kufundza nemisindvo	Lwati lwemagama lanemvumelwano	Libanga 2	E	1
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14. Tfola ligama lelikhombisa imvumelwano naleligama lelitsi, 'phakela'.

- A funeka
- B fakela
- C hlobisa
- D bhula

Lithebula lalokucuketfwe	Kubhala	Bondzaweni	Libanga 3	M	3
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15. Umfana ubambe lishadi leluphawu. Lingakuphi lishadi leluphawu?

Lishadi leluphawu ...

- A liphambi kwakhe.
- B lisemuva kwakhe.
- C lingaphansi kwelideski.
- D lisenhloko.



Lithebula lalokucuketfwe	Kubhala	Tento	Libanga 3	M	2
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16. Bhala sento lesitfolakala kulomusho longentasi.

Bantfwana bayafutfumala ebusika.

Lithebula lalokucuketfwe	Kubhala	Tento	Libanga 3	M	2
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17. Ngusiphi sento lesifanele?

I tolo ... emakhateni.

- A badlala
- B sitawudlala
- C besidlala
- D siyadlala

Lithebula lalokucuketfwe	Kubhala	Tikhats tesento	Libanga 3	M	2
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18. Nguliphi ligama lelifanele lomusho?

Nelisiwe ... ‘Lithebula Lalokucuketfwe’ encwadzini.

- A batawusebentisa
- B usebentisa
- C bebasebentise
- D asebentile

Lithebula lalokucuketfwe	Kubhala	Mabitwafanana	Libanga 4	D	1
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19. Mabitwafanana ligama leliphinyiswa libuye lipelwe ngendlela lefanako

kepha linenchazelo lehlukile.

Make utawungipha imali nakuphela inyanga.

Yakha-ke umusho usebentise ligama ‘inyanga’ ukhombise inchazelo lehlukile.

Lithebula lalokucuketfwe	Kubhala	Mcondvophika	Libanga 3	D	4
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20. Ngumuphi mcondvophika weligama ‘kubandza’?

Mcondvophika weligama lelitsi kubandza ...

- A busika.
- B kulala.
- C kuhlala.
- D kushisa.

Umbuto Wesihlanu

ITHEKSTHI 5: BUCIKO BEKUBHALA

Luhlobo lwe theksthi	Imikhakha	Lokucuket fwe/Lwati/ Emakhono	Libanga	Lizinga lebulikhuni	iThemu
Indzaba/indzima	Kubhala	Ubhala tindzima letimbili ngemisho le- 10 ngasinye setihloko letiniketiwe	Libanga 3	D	2

Bhala tindzima letimbili letinemisho le- 10 ngasinye saletihloko

letilandzelako. Ciniseka kutsi usebentisa timphawu tekubhala letifanele, lulwimi nesipelingi lesifanele. Ungatifikati tinombolo emishweni.

- A Bhala ngesikhatsi lapho wenta khona liphutsa lelikhulu.
Walilungisa nj ani?
- B Nangabe uniketwe tifiso le- 2 kungaba ngutiphi futsi usho ngani?
- C Lifilimu lengilitsandzako.
- D Imidlalo yasesikolweni.
- E Lichawe lami.
- F Kuvakashela epulazini.
- G Sikolo sami.

Irbuhriki Yekumakha

Imigomo	Linani lemamaki	Emamaki emfundzi
Tindzima	1	
Lokucuket fwe	3	
Timphawu tekubhala	2	
Lulwimi	2	
Sipelingi	2	
Samba	10	



Lememorandumu inemakhasi la- 15.

1: Story	Levels of difficulty
2: Graph	
3: Poster	
4: Table of content	
5: Creative Writing	

No	Expected answers	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
UMBUTO WEKUCALA						
16.	A ngumdlwane	1	Akusiwo umlingisi lokhulumako kuletheksthi.	E	4	2
	B yinyoka		Inyoka kuyakhulunywa ngayo kuletheksthi kepha akusiyo imphendvulo lefanele.			
	C sicoco		Imphendvulo lefanele			
	D yimphungane		Lwati lolwetayelekile ngeticoco, njengekutsi: ticoco tidla timphungane kepha imphungane akukhulunywa ngayo kuletheksthi			
17.	A Sicoco, likati, inji, inkhomo, inyoka	1	Imphendvulo lefanele	E	4	2
	B Sicoco, likati, inji, inkhomo, inhlanti		Inhlanti akusiyo umlingisi kodvwa ingulolunye luhlobo lwekulda.			
	C Imvu, imbuti, lizinyane, Mandla, likati		Kukhombisa lwati lolutayelekile lwebalingisi. Akukho lapho sitfola khona umunfu angulomunye webalingisi			
	D Sicoco, likati, inkhomo, inyoka, umdlwane		Kukhombisa likhono lekuholisisa kepha akusibo bonkhe balingisi labakhulumako.			
18.	A Sicoco lesinemlomo lobanti	1	Imphendvulo lefanele	M	4	3
	B Sicoco lesilambile		Ayihambisani nesicoco lebesinemsindvo lomkhulu			
	C Sicoco lesiluhlata		Kwenta budlelwane lobungekho ngokusebentisa lwati lolutayelekile kutsi tikhona ticoco letiluhlata.			
	D Lesingumntfwana		Kukhombisa lwati lolutayelekile ngeticoco kepha lempendvulo ayihambisani nembuto nobe itheksthi.			
19.	A Sicoco sazuba masinyane saya ekhaya	1	Imphendvulo lefanele	M	4	2
	B Sicoco sabona inkhomo nelitfole kudla tjani		Kungavisisi kulandzelana kahle kwetigameko.			

No	Expected answers		Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade	
	C	Sicoco sahlangana nenyoka.		Ukhombisa likhono lekuhlatiya nekuhumusha kulandzelana kwetigameko kepha akusiso sigameko sekugcina.		3		
	D	Sicoco saya kuyobhukusha		Kukhombisa lolunye Iwati lolutayelekile lekutsi ticoco titsandza kubhukusha kepha akufolakali kutheksthi.		1		
20.	A	Inyoka yakhala yatsi idla ticoco letinemlomo lobanti. Likati lakkala latsi lidla tinhanti. Inkhomo yabhonsa yatsi idla tjani. Inja yakhonkhotsa yatsi idla inyama.	4 1 3 2	1	Nangabe lokulandzelana kwetigameko kungasiko lokufanele, loko-ke kusho kutsi akanalo Iwati ngekulandzelana kwetigameko endzabeni.	D	4	3
21.	A	besisaba inyoka.	1	Imphendvulo lefanele	M	4	3	
	B	besifuna kudla kwenyoka.		Budlelwane lebungasilo liciniso kutsi ticoco netinyoka tingadla kudla lokufanako.		2		
	C	umphimbo waso bewubuhlungu.		Kungenteka kepha akusiyo imphendvulo lefanele. Akunabufakazi kutsi umphimbo waso bewubuhlungu kepha umphimbo lobuhlungu uhambelana nekukhala kwaso.		3		
	D	besijabulile.		Ayihambisani nesihloko futsi ayikho kutheksthi.		1		
22.	A	Emgwacweni	1	Imphendvulo lefanele	E	4	3	
	B	Epulazini		Budlelwane lobentiwe nebalingsi lebasendzabeni lebatfolakala epulazini.		3		
	C	Esitolo setilwane		Lwati lanalo Iwetilwane kepha alukahlobani netheksthi.		1		
	D	Eceleni nelidamu		Kwenta tincumo letingasilo liciniso emkhatsini kweticoco nemanti.		2		
23.	A	Bebangeke badle tjani ndzawonye.		Kuyatfolakala kutheksthi kepha akusiyo imphendvulo lefanele.		2		
	B	Inyoka beyingeke ikhale kanye nesicoco		Kuyatfolakala kutheksthi kepha akunabudlelwane futsi akwenteki ngobe tinyoka atikhali njengeticoco.		3		
	C	Bebangeke babhukushe ndzawonye		Kungenteka kodvwa ayikho kutheksthi.		1		
	D	Inyoka angeke isidle sicoco.	1	Imphendvulo lefanele	M	4	3	

No	Expected answers	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
24.	A besifuna kuncoba umjaho.		Lwati lolutayelekile loluphat selene nelitubane kepha awukho umjaho kutheksthi.		1	
	B besisaba kutsi inyoka ingasidla.	1	Imphendvulo lefanele	D	4	3
	C besicedzile kukhuluma nenyoka.		Sincumo lesingakabaluleki kepha akusiyo imphendvulo lefanele.		3	
	D besingafuni kwephuta.		Budlelwane lebungasilo liciniso emkhatsini wekuphangisa nekwephuta.		2	
25.	A Tilwane betingeke tibekhona.		Bekungenteka loko kodvwa abukho budlelwane emkhatsini wembangela nemphumela njengoba tilwane endzaben i atikahlobani nekugijima kwesicoco sehle ngemgwaco.		3	
	B Sicoco besitawugijima sehle ngemgwaco.		Kuhlobana lokungasilo liciniso emkhatsini wesicoco nekuzuba, kantsi akusiyo imbangela nemphumela njengoba ticoco tingagijimi.	D	2	3
	C Sicoco besingeke sihlangane netilwane	1	Imphendvulo lefanele	D	4	4
	D Sicoco besingeke sizube.		Lwati lolutayelekile lalesihloko kodvwa lolutfolakala kancane lubuye lungabi imbangela nemphumela.		1	
26.	A I	1	Imphendvulo lefanele	E	4	1
	B k		Umsindvo 'k' unabo budlelwane neligama kepha awukho ekucaleni.		3	
	C b		Umsindvo longahlobani neligama.		1	
	D a		Akanalo Iwati Iwemisindvo lesekucaleni.		2	
27.	A ndlw		Akunabudlelwane lobukhona emphendvulweni ngaphandle kwekutsi yomibili lemisindvo inabongwaca labane.		2	
	B nhlw		Abukho nalobuncane budlelwane emsindvweni loyimphendvulo.		1	
	C nkhw	1	Imphendvulo lefanele	E	4	1
	D ngw		Akanalo Iwati ngendlela kuphinyiswa ngayo lemisindvo kepha akusiyo imphendvulo.		3	
28.	A dlani		Akusiwo umsindvo lokhombisa imvumelwano naleligama lelifanele		2	
	B bhala	1	Imphendvulo lefanele	M	4	2
	C khula		Umsindvo lobukeka ufana kepha awukhombisi imvumelwano naleligama lelifanele		3	
	D khama		Umsindvo lobukeka ufana kepha awukhombisi imvumelwano naleligama lelifanele		1	

No	Expected answers		Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
29.	A	cula		Kungavisisi umbuto. Kungavisisi kutsi imvumelwano ibonakala njani emagameni.		1	
	B	sula					
	C	fula					
	D	shaya	1	Imphendvulo lefanele	D	4	3
15	A	Nobe ngabe nguuphi umusho loniketa inchazelo yeligama litsanga, sib. Make ubuya emasini uphetse litsanga lelikhulu		Akanalo Iwati kahle ngabomabitwafanana nangabe umusho wakhe unganiketi inchazelo yeligama 'litsanga'.	D	4	3
16	A	lihleke		Abukho budlelwane nelikati. Emakati awahleki.		2	
	B	liphumule	1	Imphendvulo lefanele	E	4	3
	C	libhale	Akunabo budlelwane nelikati. Emakati awabhalu				
	D	liphaphe	Akunabudlelwane nelikati. Emakati awaphaphi				
17	A	dl		Akanalo Iwati lwabongwaca labahamba ngabatsatfu.		2	
	B	nhl		Akanalo Iwati lokuhlukanisa imisindvo 'nhl' na 'ndl'.			
	C	ndl	1	Imphendvulo lefanele	M	4	3
	D	hl	Akanalo Iwati lwabongwaca labahamba ngabatsatfu.				
18	A	mgwaco	1	Imphendvulo lefanele	M	4	3
	B	mgwazo		Akanalo Iwati lwabongwaca labahamba ngabatsatfu		3	
	C	mgaco		Liphimiseka ngalokufanako kepha sipelingi asifani			
	D	mgiba		Lwati lolutayelekile lwemsindvo kepha ayinabo budlelwane netheksthi			
19	A	khonkhotsa	1	Imphendvulo lefanele	E	4	3
	B	khokhotsa		Uphinyiswa ngalokufanako ekucaleni kepha wehlukile ekugcineni.		2	
	C	nkokhotsa		Akanalo Iwati lalomsindvo			
	D	khokotsa		Ucishe uphimiseke ngalokufanako kepha sipelingi asifani.			
20	A	ndv		Akanalo Iwati lwemisindvo		1	
	B	ndl		Akanalo Iwati lwemisindvo			
	C	ndz	1	Imphendvulo lefanele	M	4	3
	D	dlw	Akanalo Iwati lwemisindvo				

No		Expected answers	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
21	A	sicoco sazuba sehla ngemgwaco		Akanalo Iwati Iwetimphawu tekubhala nobe lekusetjentiswa kwetimphawu tekubhala.		1	
	B	Sicoco sazuba sehla ngemgwaco		Ushiye luhawu lekubhala (ngci). Unalo Iwati Iwekucala umusho ngafeleba.			
	C	sicoco sazuba sehla ngeMgwaco.		Akakabasebentisi kahle bofeleba			
	D	Sicoco sazuba sehla ngemgwaco.	1	Imphendvulo lefanele	E	4	1
22	A	yini loyidlako		Akanalo Iwati Iwetimphawu tekubhala nobe Iwekusetjentiswa kwetimphawu tekubhala.		1	
	B	Yini loyidlako.		Lwati lolungakaphelili Iwekusetjentiswa kwetimphawu tekubhala.			
	C	Yini loyidlako?	1	Imphendvulo lefanele	E	4	2
	D	Yini Loyidlako?	Unalo Iwati Iwetimphawu tekubhala kepha akakabasebentisi kahle bofeleba.				
23	A	Yebo, loko kuhle kakhulu!	1	Imphendvulo lefanele	M	4	3
	B	yebo loko kuhle kakhulu		uyehluleka kusebentisa bofeleba netimphawu tekubhala ngendalela lefanele		1	
	C	Yebo loko kuhle kakhulu		Timphawu tekubhala atikasentjentiswa ngendalela lefanele			
	D	yebo loko kuhle kakhulu!		Kusentjentiswa kwetimphawu tekubhala akukho ezingeni lelilindzelele.			
24	A	inyoka itse ngitsandza kudla ticoco		Atikasetjentiswa timphawu tekubhala.		1	
	B	Inyoka itse, ngitsandza kudla ticoco.		Akakawubambi umcondvo wekusetjentiswa kwabokhulumile.			
	C	Inyoka itse, "Ngitsandza kudla ticoco."	1	Imphendvulo lefanele	D	4	4
	D	inyoka itse "Ngitsandza kudla ticoco"	Unalo Iwati Iwetimphawu tekubhala kepha akakwati kulisebentisa kahle. (feleba nangci)				
25	A	sabito		Kukhona kutheksthii kepha akakwati kuhlukanisa emkhatsini kwelibito nesabito.		3	
	B	siphawulo		Akukho kutheksthii futsi akakwati kubona umehluko emkhatsini welibito nesiphawulo.			
	C	libito	1	Imphendvulo lefanele	M	4	2
	D	sento	Kukhona emushweni kepha akanalo Iwati Iwemabito netento.				
26	A	tikhalela ticoco	1	Imphendvulo lefanele	M	4	4
	B	ikhalela ticoco		Akanalo Iwati Iwesivumelwano sesento		3	
	C	sikhalela ticoco		Akanalo Iwati Iwesivumelwano sesento			
	D	sikhala ticoco		Akavisisi kutsi yini sivumelwano senhloko			
27	A	sakhala	1	Imphendvulo lefanele	E	4	3

No	Expected answers		Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
28	B	ngelivi		Budlelwane lobuphasi nekukhala kwesicoco		3	
	C	lelikhulu		Kunebudlelwane nekukhala kweticoco		1	
	D	sicoco		uyehlulekai kuhlukanisa sento nelibito		2	
29	A	tidlwane		Akanalo Iwati lwekusetjentiswa kwemtsetfo webunyenti egameni		3	
	B	imidlwane		Imphendvulo lefanele.	M	4	3
	C	tidliwane	1	Usebentise silulumagama lesingakatfutfuki		2	3
	D	bantfwana		Akanalo Iwati lwekusetjentiswa kwemtsetfo webunyenti egameni		1	
30	A	liseceleli		Abukho budlelwane nesitfombe		1	
	B	lisetulu		Abukho budlelwane nesitfombe		3	
	C	liphakatsi	1	Imphendvulo lefanele	E	4	3
	D	lingaphansi		Abukho budlelwane nesitfombe		2	
31	A	sizube		uyehlulekai kuhlukanisa tento netiphawulo		3	
	B	saya		uyehluleka kuhlukanisa tento netiphawulo		2	
	C	ekhaya		Akanalo Iwati lwesento		2	
	D	masinyane	1	Imphendvulo lefanele	M	4	3
UMBUTO WESIBILI							
1.	A	timbali	1	Imphendvulo lefanele	E	4	1
	B	emagala		Budlelwane lobuncane netimbali.		3	
	C	emacembe		Budlelwane lebungasilo liciniso ngetimbali naloko lakubonako.		2	
	D	tihlahla		Kunebudlelwane nesihloko kepha akukho kutheksthi.		1	
2.	A	Lesitsatfu	1	Imphendvulo lefanele	E	4	2
	B	Imphelesontfo		Budlelwane netinsuku teliviki kepha akukho kutheksthi.		1	
	C	Umsombuluko		Budlelwane netinsuku teliviki kepha imphendvulo lengesiyo.		3	

No		Expected answers	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	D	Lisontfo		Akukho kutheksthi kepha kuhlobene netinsuku teliviki.		2	
3.	A	tingemashumi lamabili		Tonkhe timbali setiphelele kugrafu		3	
	B	tilishumi nakunye	1	Imphendvulo lefanele	E	4	3
	C	tisikhombisa		Kunebudlelwane kepha leli linani letimbali letitsengiswe ngalLesihlanu kuphela		2	
	D	Kute		Kungabi nelwati ngalokubutiwe.		1	
4.	A	Lesibili		Kutsengiswe timbali letilinganako kulunye Iwaletinsuku.		3	
	B	Umgcibelo		Budlelwane netinsuku teliviki kepha akukho kutheksthi.		1	
	C	Umsombuluko		Kutsengiswe timbali letincane kunato tonkhe		2	
	D	Lesihlanu	1	Imphendvulo lefanele	M	4	3
5.	A	Lesitsatfu		Kutsengiswe timbali letindlula ngayinye kuleti letincane kunato tonkhe.		3	
	B	Umsombuluko	1	Imphendvulo lefanele	E	4	3
	C	Ingci		Akanalo Iwati emkhatsini wetinyanga netinsuku teliviki.		1	
	D	Lesihlanu		Akanalo Iwati emkhatsini walokunyenti kakhulu nalokuncane kakhulu.		2	
6.	A	Ngatintsatfu		Kungevisisi kahle umbuto.		2	
	B	Ngaletisihlanu		Kungevisisi kahle umbuto.		3	
	C	ngatimbili		Kungevisisi kahle umbuto.		1	
	D	Ngayinye	1	Imphendvulo lefanele	D	4	4
7.	A	Bantfu batsenga timbali letinyenti ngalLesihlanu ngobe imphelasontfo	1	Imphendvulo lefanele	M	4	3
	B	Timbali tibita kakhulu.		Kwenta budlelwane lobungenteka ngetimbali.		3	
	C	Timbali tinuka kabi.		Tincumo letingekho kugrafu.		2	
	D	Tinyosi takha luju.		Lwati lolutayelekile ngetimbali kepha akukho kutheksthi.		1	
8.	A	Indlovana naMabasa		Akakwati kuhlukanisa emkhatsini wetinyanga kanye nemalanga		1	
	B	Lesibili naLesitsatfu		Lwati loluncane Iwekucondzisia umbuto		3	
	C	Lesibili naLesine	1	Imphendvulo lefanele	M	4	3
	D	Umgcibelo neLisontfo		Kuyahambelana nemalanga eliviki, kepha akukho kutheksthi.		2	
9.	A	ngatine	1	Imphendvulo lefanele	M	4	3

No	Expected answers	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
B	ngatimbili		Uyati kutsi imphendvulo kumele kube yinombolo. Kodywa uyacombela		2	
	C ngayinye		Uyati kutsi imphendvulo kumele kube yinombolo. Kodywa uyacombela		3	
	D ngatinyenti		Uyacombela nje akanalwati kahle		1	
10.	A akayekele kutselela timbali.		Lwati lwetimbali kepha akuhlobani nekutsengiswa kwato.		2	
	B antjintje ligama lesitolo sakhe.		Umcabango longakabaluleki kangako.		3	
	C akente indali	1	Imphendvulo lefanele	D	4	3
	D akacashe umsiti		Kuhambelana nelwati lwekucala kepha akuveli kutheksthi		1	
UMBUTO WESITSATFU						
12.	A Lungela kufundza.		Kukhetfwe nje leminye yemitsetfo lekuphosta.		3	
	B Butsa tibi.		Wakha budlelwane nangalomunye umtsetfo longekho kuletheksthi/phosta.		1	
	C Yenta kahle kakhulu.	1	Imphendvulo lefanele	E	4	3
	D Yiba nebungani.		Kwenta budlelwane lobungekho.		2	
13.	A Ngena ubindzile.	1	Imphendvulo lefanele	E	4	2
	B Phakamisa sandla sakho.		Akanalo lwati emkhatsini kwalokucalako nalokulandzelako.		2	
	C Bopha tintsambo teticatfulo takho.		Umtsetfo lotayelekile kepha awukho kutheksthi.		1	
	D Ngena masinyane.		Kungafundzi kahle emagama 'ubindzile' na 'masinyane'.		3	
14.	A ngesikolo		kunebudlelwane bekutsi lemitsetfo yaseklasini lelisesikolweni.		2	
	B ngeluhlelo		Kuhlobene nesikolo kepha akukho kutheksthi.		1	
	C ngelibhodlela		Lephosta imise kwelibhodlela kepha akusiyo imphendvulo.		3	
	D ngemitsetfo	1	Imphendvulo lefanele	M	4	3
15.	A egumbini labothishela		Ligumbi lelisesikolweni kepha akusilo lebantfwana.		3	
	B eklasini	1	Imphendvulo lefanele	M	4	3
	C endlini		Budlelwane bemitsetfo yasendlini.		1	
	D esitolo		Budlelwane nemaphosta latsengiswa esitolo.		2	
16.	A nebungani		Budlelwane nesiphawulo kepha akusilo libito.		3	

No	Expected answers	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	B sitsa C ngumngani D lolungile		Unalo Iwati ngelibito kepha akusiyo imphendvulo. Imphendvulo lefanele Akakwati kwehlukanisa emkhatsini welibito nesiphawulo nesandziso.		1 E 2	
17.	A tindlela B tandla C sandla D ndla	1	Lwati lolwetayelekile Iwebunyenti, kepha akusiyo imphendvulo lefanele. Imphendvulo lefanele Abukasetjentiswa bunyenti kuleligama. Alinaso sicalo leligama (sicalo 'ta' asikho).		1 M 3 2	
18.	A abindzile B kumele C ngetulu D ngekhatsi		Akusiye ndzaweni nanobe litfolakala kutheksthi. Kungabi nelwati lokuhlukanisa sento nandzaweni. Kukhona kuhlobana nabondzaweni kepha akukho kutheksthi. Imphendvulo lefanele		1 2 3 M	
19.	A kabi B kamnandzi C kahle D kuhle	1	Imphendvulo lefanele Akanalo Iwati labomcondvophika. Akanalo Iwati emkhatsini wabomcondvofana namcondvophika. Kunebudlelwane kepha akasiye mcondvophika weligama lelisemushweni.	D	4 3 2 1	4
20.	A hleka B khuluma C buya D bindza		Budlelwane lobungenalo liciniso. Imphendvulo lefanele Akunabudlelwane futsi akukho kutheksthi. Akanalo Iwati emkhatsini wabomcondvophika nabomcondvofana.	D	2 4 1 3	
21.	A namatsela B nawe C bese D kantsi		Kungabi nelwati Iwetihlanganiso Kungabi nelwati Iwetihlanganiso futsi akukho kutheksthi Imphendvulo lefanele Unalo Iwati Iwetihlanganiso kepha akusiyo imphendvulo lefanele.		2 1 M 3	
22.	Phakamisa	1	Imphendvulo lefanele Nangabe abhale ' sakho ', akanalo Iwati emkhatsini wetabito netento. Nangabe abhale ' sandla ', akanalo Iwati emkhatsini kwemabito netento.	E	4	3
UMBUTO WESINE						

No	Expected answers	Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
21.	A Bantfu ebusika B Konkhe ngebusika C Simo selitulu D Lichwa		Akanalo Iwati emkhatsini wesihloko nesahluko. Imphendvulo lefanele Budlelwane nebusika lobungenasiciniseko. Budlelwane lobusezingeni lelipansi bebusika nelichwa.		3 E 2 1	
22.	A Simo selitulu ebusika B Tincetu telichwa C Titjalo ebusika D Tivakashi		Akanalo Iwati nekuvisisa emagama 'ngaphambili nasemuva'. Usebentisa lakubona kuphosta kepha akusiyo imphendvulo lefanele. Imphendvulo lefanele Akukho kutheksthi.		3 2 E 4 2 1	
23.	A 25 B 19 C 3 D 1		Akakwati kuhlukanisa emkhatsini kwesingeniso nesilulumagama. Kuhlobene netinombolo kepha akusiyo inombolo yelikhasi lelifanele. Akanalo Iwati Iwetinombolo telikhasi netesahluko. Imphendvulo lefanele		2 3 1 M 4 2	
24.	A Simo selitulu eBusika. B Timphahla tami temaholide. C Singeniso D Umfana	1	Imphendvulo lefanele Akukho kutheksthi. Akanalo Iwati ngekufana kwetinombolo tesahluko nelikhasi lesingeniso. Akunabudlelwane nakubukwa sitfombe.		E 4 2 1 3 2	
25.	A ngetilwane ebusika B ngemvula ebusika C ngesimo selitulu ebusika D ngetihlahla ebusika	1	Imphendvulo lefanele Akukho kutheksthi. Kungevisisi kutsi umbuto ufunani. Budlelwane lobukhona emkhatsini wetihlahla netitjalo kepha akukho kutheksthi.		M 4 3 1 3 2	
26.	A tilwane B bantfwana C titjalo D emabhantji	1	Imphendvulo lefanele Akunabudlelwane nakubukwa sitfombe. Kunebudlelwane lobukhona kutheksthi kepha akusiyo imphendvulo. Kuhlobaniswa nebusika kepha akukho kutheksthi.		M 4 3 2 3 1	
27.	A Ngebantfu ebusika B Ngetincwadzi ebusika C Ngelithebula laLokucuketfwe		Akanalo Iwati ngetinombolo temakhasi. Akukho kutheksthi. Lithebula laLokucuketfwe alunayo inombolo yelikhasi.		3 1 2	

No	Expected answers			Mark	Diagnostic/Error Analysis		Level of difficulty	Level of performance	Grade			
	D	Ngesimo selitulu ebusika			1	Imphendvulo lefanele		D	4	3		
28.	A	Tilwane eBusika	4	1	Yamukela kuphela kulandzelana lokufanele kwetigameko. Nangabe kungalandzelani kahle, kusho kutsi akanalo Iwati ngekulandzelanisa kahle tigameko.		M	4	3			
	B	Bantfu eBusika	2									
	C	Titjalo eBusika	3									
	D	Simo selitulu eBusika	1									
29.	A	1			Akanalo Iwati emkhatsini kwesingeniso nesilulumagama.			3				
	B	2			Uyehluleka kuvisisa kahle umbuto.			2				
	C	25		1	Imphendvulo lefanele		D	4	4			
	D	52			Uphambanisa tinombolo telikhasi leliyimphendvulo futsi alikho lelikhasi kuletheksthi.			1				
30.	A	g			Akanalo Iwati ngekuphinyiswa kwabongwaca 'g'.			3				
	B	s			Akanalo Iwati ngekulandzelana kwemisindvo egameni.			1				
	C	e			Akanalo Iwati Iwebudlelwane emkhatsini kwagwaca nankamisa.			2				
	D	k		1	Imphendvulo lefanele		E	4	1			
31.		yincwadzi		1	Imphendvulo lefanele		E	4	1			
32.	A	bandza		1	Imphendvulo lefanele		M	4	3			
	B	badza			Akanalo Iwati Iwemisindvo yabongwaca labahamba ngabatsatfu.			3				
	C	bhadza			Akanalo Iwati Iwemisindvo yabongwaca labahamba ngabatsatfu.			2				
	D	bondza			Uyehluleka kusebentisa nkhamisa 'a' na 'o' egameni			1				
33.		imvula		1	Imphendvulo lefanele. (ungamniki limaki uma abhale sipelingi lesingakafaneli)		E	4	3			
34.	A	funeka			Ligama liphimiseka ngendlela lefanako kepha imvumelwano ayikho			1				
	B	fakela		1	Imphendvulo lefanele		E	4	2			
	C	hlobisa			Akanalo Iwati Iwemagama lanemvumelwano			3				
	D	bhula			Akanalo Iwati Iwemagama lanemvumelwano			2				
35.	A	liphambi kwakhe		1	Imphendvulo lefanele		M	4	3			
	B	lisemuva kwakhe			Uyehluleka kuhumusha sitfombe atfole ndzaweni lofanele.			3				
	C	Lingaphansi kwelideski			Uyehluleka kuhumusha sitfombe atfole ndzaweni lofanele.			1				

No	Expected answers		Mark	Diagnostic/Error Analysis	Level of difficulty	Level of performance	Grade
	D	lisenhloko		Uyehluleka kuhumusha sitfombe atfole ndzaweni lofanele.		2	
36.		bayafutfumala	1	Imphendvulo lefanele	M	4	3
37.	A	badlala		Akanalo Iwati Iwetikhatsi tesento.		3	
	B	sitawudlala		Akanalo Iwati Iwetikhatsi tesento.		2	
	C	besidlala	1	Imphendvulo lefanele	M	4	3
	D	siyadlala		Akanalo Iwati Iwetikhatsi tesento.		1	
38.	A	batawusebentisa		Akanalo Iwati lokusebentisa sivumelwano sesento kute acedzele umusho.		3	
	B	usebentisa	1	Imphendvulo lefanele	M	4	3
	C	bebasebentise		Akanalo Iwati lokusebentisa sivumelwano sesento kute acedzele umusho.		1	
	D	asebentile		Akanalo Iwati lokusebentisa sivumelwano sesento kute acedzele umusho.		2	
39.		Nobe ngabe nguuphi umusho lowamukelekile loniketa inchazelo lekungiyo yeligma 'inyanga' sib. Inyanga yelapha bantfu tifo letinyenti.	1	Nangabe umusho unganiketi inchazelo lenye yeligma 'inyanga' kusho kutsi usengakabavisi kahle bomabitwafanana.	D	4	4
40.	A	busika		Akanalo Iwati Iwemagama abomcondvophika		2	
	B	kulala		Akanalo Iwati Iwemagama abomcondvophika		1	
	C	kuhlala		Akanalo Iwati Iwemagama abomcondvophika		3	
	D	kushisa	1	Imphendvulo lefanele	D	4	3

ITHEKSTHI: 5 BUCIKO BEKUBHALA

Irbuhriki Yekumaka

Imigomo	Emamaki	Emamaki emfundzi
Tindzima	1	
Lokucuketfwe	3	
Timphawu tekubhala	2	
Lulwimi	2	
Sipelingi	2	
Samba	10	

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	Grade 4	Grade 3	Grade 2	Grade 1	
Indzima	Tindzima le- 3	Tindzima le- 2	Indzima yi- 1	Ayikho indzima	Utsatsele ticondziso / ligama linye, emagama nobe incenye yemusho
Lokucuketfwe	Imisho levakalako le- 13 nobe lengetulu lehambelana nesihloko	Imisho levakalako le- 9 kuya kule- 12 lehambelana nesihloko	Imisho levakalako le- 3 kuya kule- 8 lehambelana nesihloko	Umusho lolula mu- I kuya kule- 2 lehambelana nesihloko	Imisho ayihambelani nesihloko
Timphawu tekubhala	emaphutsa etimphawu tekubhala la- 0 kuya kula- 3	Emaphutsa etimphawu tekubhala la- 4 kuya kula- 6	Emaphutsa etimphawu tekubhala la- 7 kuya kula- 9	Emaphutsa etimphawu tekubhala la- 10 nobe langetulu	Utsatsele ticondziso / ligama linye, emagama nobe incenye yemusho
Lulwimi	Emaphutsa elulwimi la- 0 kuya kula- 3	Emaphutsa elulwimi la- 4 kuya kula- 6	Emaphutsa elulwimi la- 7 kuya kula- 9	Emaphutsa elulwimi la- 10 nobe langetulu	Utsatsele ticondziso / ligama linye, emagama nobe incenye yemusho
Sipelingi	Emaphutsa esipelingi la -0 kuya kula- 3	Emaphutsa esipelingi la - 4 kuya kula- 6	Emaphutsa esipelingi la -7 kuya kula- 9	Emaphutsa esipelingi la -10 nobe langetulu	Utsatsele ticondziso / ligama linye, emagama nobe incenye yemusho

LITHEBULA LEKUHLOLA

UMGOMO	INCHAZELO	EMAMAKI
Indzima (li- 1 limaki elinanikhulu)	Utsatsele ticondziso / ligama linye, emagama nobe incenye yemusho/ imisho lengaphasi kwalemine/ imisho ifakwe tinombolo.	0
	Indzima yinye lenemisho le- 4 nobe lengetulu. Imisho ibhalwe yalandzelana kahle futsi ayikabhalwa emigceni lehlukene.	1
Lokucuketfwe (emamaki la- 3 elinanikhulu)	Utsatsele ticondziso / ligama linye, emagama nobe incenye yemusho.	0
	umusho lolula mu- 1 kuya kule- 3 lehambelana nesihloko.	1
	Imisho levakalako le - 4 kuya kule- 6 lehambelana nesihloko.	2
	Imisho levakalako le- 7 kuya kule- 8 lehambelana nesihloko.	3
Timphawu tekubhala (emamaki la-2 elinanikhulu)	Emaphutsa etimphawu tekubhala langetulu kula - 7	0
	Emaphutsa etimphawu tekubhala la- 4 kuya kula- 6	1
	Liphutsa letimphawu tekubhala li- 1 kuya kula- 3	2
Lulwimi (emamaki la- 2 elinanikhulu)	Emaphutsa elulwimi langetulu kula- 7	0
	Emaphutsa elulwimi la- 4 kuya kula- 6	1
	Liphutsa lelulwimi li- 1 kuya 3	2
Sipelingi (emamaki I- 2 elinanikhulu)	Emaphutsa esipelingi langetulu kula- 7	0
	Emaphutsa esipelingi la - 4 kuya kula- 6	1
	Liphutsa lesipelingi li- 1 kuya kula- 3	2
	SAMBA SEMAMAKI	10

Error Analysis for Creative writing (Text 5)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	Grade 4	Grade 3	Grade 2	Grade 1	
Indzima	Tindzima le- 3	Tindzima le- 2	Indzima yi- 1	Ayikho indzima	Utsatsele ticondziso / ligama linye, emagama nobe incenye yemusho
Lokucuketfwe	Imisho levakalako le- 13 nobe lengetulu lehambelana nesihloko	Imisho levakalako le- 9 kuya kule- 12 lehambelana nesihloko	Imisho levakalako le- 3 kuya kule- 8 lehambelana nesihloko	Umusho lolula mu- 1 kuya kule- 2 lehambelana nesihloko	Imisho ayihambelani nesihloko
Timphawu tekubhala	emaphutsa etimphawu tekubhala la- 0 kuya kula- 3	Emaphutsa etimphawu tekubhala la- 4 kuya kula- 6	Emaphutsa etimphawu tekubhala la- 7 kuya kula- 9	Emaphutsa etimphawu tekubhala la- 10 nobe langetulu	Utsatsele ticondziso / ligama linye, emagama nobe incenye yemusho
Lulwimi	Emaphutsa elulwimi la- 0 kuya kula- 3	Emaphutsa elulwimi la- 4 kuya kula- 6	Emaphutsa elulwimi la- 7 kuya kula- 9	Emaphutsa elulwimi la- 10 nobe langetulu	Utsatsele ticondziso / ligama linye, emagama nobe incenye yemusho
Sipelingi	Emaphutsa esipelingi la- 0 kuya kula- 3	Emaphutsa esipelingi la- 4 kuya kula- 6	Emaphutsa esipelingi la- 7 kuya kula- 9	Emaphutsa esipelingi la- 10 nobe langetulu	Utsatsele ticondziso / ligama linye, emagama nobe incenye yemusho

LITHEBULA LEKUHLOLA		
UMGOMO	INCHAZELO	EMAMAKI
Indzima (li- 1 limaki lelinanikhulu)	Utsatsele ticondziso / ligama linye, emagama nobe incenye yemusho/ imisho lengaphasi kwalemine/ imisho ifakwe tinombolo.	0
	Indzima yinye lenemisho le- 4 nobe lengetulu. Imisho ibhalwe yalandzelana kahle futsi ayikabhalwa emigceni lehlukene.	1
Lokucuketfwe (emamaki la- 3 elinanikhulu)	Utsatsele ticondziso / ligama linye, emagama nobe incenye yemusho.	0
	umusho lolula mu- 1 kuya kule- 3 lehambelana nesihloko.	1
	Imisho levakalako le - 4 kuya kule- 6 lehambelana nesihloko.	2
	Imisho levakalako le- 7 kuya kule- 8 lehambelana nesihloko.	3
Timphawu tekubhala (emamaki la-2 elinanikhulu)	Emaphutsa etimphawu tekubhala langetulu kula - 7	0
	Emaphutsa etimphawu tekubhala la- 4 kuya kula- 6	1
	Liphutsa letimphawu tekubhala li- 1 kuya kula- 3	2
Lulwimi (emamaki la- 2 elinanikhulu)	Emaphutsa elulwimi langetulu kula- 7	0
	Emaphutsa elulwimi la- 4 kuya kula- 6	1
	Liphutsa lelulwimi li- 1 kuya 3	2
Sipelingi (emamaki I- 2 elinanikhulu)	Emaphutsa esipelingi langetulu kula- 7	0
	Emaphutsa esipelingi la - 4 kuya kula- 6	1
	Liphutsa lesipelingi li- 1 kuya kula- 3	2
	SAMBA SEMAMAKI	
		10

TEXT FIVE: CREATIVE WRITING

Error Analysis for Creative Writing (Text 5)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	Grade 4	Grade 3	Grade 2	Grade 1	
Paragraph	3 paragraphs	2 paragraphs	1 paragraph	0 paragraphs	Copied instructions/one word/phrase or part of sentence.
Content	13 and more meaningful sentences related to the topic.	9-12 meaningful sentences related to the topic.	3-8 meaningful sentences related to the topic.	1 - 2 simple sentences related to the topic.	Sentences unrelated to the topic.
Punctuation	0-3 punctuation errors.	4-6 punctuation errors.	7-9 punctuation errors.	10 and more punctuation errors.	Copied instructions/one word/phrase or part of sentence.
Grammar	0-3 grammatical errors.	4-6 grammatical errors.	7-9 grammatical errors.	10 and more grammatical errors.	Copied instructions/one word/phrase or part of sentence.
Spelling	0-3 spelling errors.	4-6 spelling errors.	7 -9 spelling errors.	10 and more spelling errors.	Copied instructions/one word/phrase or part of sentence.

TEXT FIVE**Rubric for Creative Writing**

ASSESSMENT TABLE		
CRITERIA	DESCRIPTION	MARKS
Paragraph (Maximum 1 mark)	Copies instructions / one word phrase or part of a sentence / less than 4 sentences / sentences are numbered.	0
	One paragraph with 4 of more sentences. Sentences are written fluently and is not written on separate lines.	1
Content (Maximum 3 marks)	Copy instructions / one word phrase or part of a sentence	0
	1 – 3 simple sentences that is related to the topic.	1
	4 – 6 meaningful sentences that is related to the topic.	2
	7 – 8 meaningful sentences that is related to the topic.	3
Punctuation (Maximum 2 marks)	More than 7 punctuation errors	0
	4 – 6 punctuation errors	1
	1 – 3 punctuation errors	2
Grammar (Maximum 2 marks)	More than 7 grammar errors	0
	4 – 6 grammar errors	1
	1 – 3 grammar errors	2
Spelling (Maximum 2 marks)	More than 7 spelling errors	0
	4 – 6 spelling errors	1
	1 – 3 spelling errors	2
TOTAL MARK		10